DOCUMENT RESUME

ED 230 795 CE 036 292

AUTHOR Hohhertz, Durwin
TITLE Cook's Helper. DOT No. 317.687-010. Restaurant Occupations. Coordinator's Guide. First Edition.
INSTITUTION East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS AGENCY Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE 80
NOTE 171p.; For related documents, see CE 036 291-297. Document may be marginally legible due to colored pages of original.
AVAILABLE FROM Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; *Cooking Instruction; *Cooks; Cooperative Education; Definitions; *Dining Facilities; Equipment Utilization; Food; *Food Service; Guidelines; *Hospitality Occupations; Individualized Instruction; Instructional Materials; Job Skills; Learning Activities; Measurement; Meat; Vocational Education
IDENTIFIERS Vegetables

ABSTRACT

This coordinator's guide for a module on cook's helpers, one of seven individualized units about restaurant occupations, has been developed for students enrolled in cooperative part-time training and employed in a commercial restaurant. Included in the first part of the guide are a progress chart, suggested teaching procedures, answers to the student assignment sheets and unit test, a job description and alternate titles, and a study guide objective. The second half of the guide consists of a series of information and assignment sheets dealing with the following topics: cooking terms and definitions. baking terms and definitions, cooking utensils and equipment, reading measurements, reading labels, commercial cooking equipment, cooking methods, methods of cooking meats, methods of cooking vegetables, baking breads, cakes and icings, baking cookies and pastries, and general cleaning. A unit test concludes the guide. (MN)

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RESTAURANT OCCUPATIONS

COOK'S HELPER

DOT NO. 317.687-010

Coordinator's Guide

Prepared by Durwin Hohhertz

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Occupational Curriculum Laboratory
Secondary and Higher Education
East Texas State University
Commerce, Texas

in cooperation with
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Occupational Education and Technology
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PREFACE

This study guide is one of seven individualized units developed for students enrolled in Cooperative Part-Time Training and employed in a commercial restaurant. Each self-paced unit is composed of information about one specific occupation. The study material is designed to provide the student with general information for immediate assistance on the job, and specific information which will relate to later on-the-job work experiences.

Even though these study guides are individualized, the coordinator should closely supervise each student's studies. To allow the coordinator to better direct the learning activities, both coordinator guides and student manuals are available. A progress chart is provided in the coordinator's guide. This will allow the coordinator to pinpoint the progress a student has made toward each objective in the sequence in which they are completed.

The coordinator's guide provides information and suggested activities that will assist in providing additional learning experiences for the student. Alsc included are suggested alternatives the coordinator may use in dealing with various types of disadvantaged students, including the slow-learner, and slow-reader. Other information sheets and assignments may be added to the study guide if requested by the employer.

The student manual should be used by the student in completing each assignment, and also as a reference throughout the job training period. This manual gives directions for both written assignments and individual involvement activities. The written assignments should be handed in to the coordinator, and individual involvement activities should be performed in class under the coordinator's supervision. Answer sheets are provided for assignment sheets and tests; however, a student should also be graded on individual participation. Both tests and assignments should be graded and returned to the students to be kept for reference in their notebooks.

A coordinator may have a student complete one or more related study guides in instances when a supervisor requires the student to perform responsibilities of two or more job titles within Restaurant Occupations. If a student easily accomplishes all of the assignments and studies in one guide, that student might be required to complete all available study guides for Food Services Occupations. This will prepare the student for occupational advancement, or for entrance into free enterprise system, or as an owner of a food service establishment.

The coordinator also is encouraged to read the sheets titled Suggested Teaching Procedures, found in the front of each coordinator's guide, for suggestions on additional activities, and for explanation of students' assignments. Although student manuals may be purchased individually, the coordinator may reproduce the information, assignment, or test sheets for other students in the class.

For information on other food service study guides, contact the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428.

ACKNOWLEDGMENTS

The expertise of many coordinators across the state has contributed to the initial development of these Food Service study guides. Much credit is due them for their contributions of information and activities for these publications, which will be made available to other Cooperative Part-Time Training programs.

We extend special thanks to those members of the CVAE Cooperative Part-Time Advisory Committee who field-tested the first study guides developed, and later provided periodic evaluations and comments to be used in revisions and further development.
The committee members are:

Wayne Cyphers, Area I
Elizabeth Dickerman, Area Ia
John Beck, Area II
Forrest Mays, Area III
Jerry House, Area IV
James Swift, Area V
Harvey Pennell, Area VI
Perry L. Trammell, Area VII
Charles Erwin, Area VIII
Richard L. Harlan, Area IX
Naomi Smith, Area X
Abel Gorena, Area XI
Bennye Frazier, Area XII

Appreciation is also given the numerous businesses that allowed our writers to collect information which has been incorporated into these publications.

Progress Chart for

COOK'S HELPER

D.O.T. #317.687-010

Name _____

School _____

		Date Completed
INFORMATION SHEET 1	COOKING TERMS AND DEFINITIONS	
ASSIGNMENT SHEET 1	DESCRIBING COOKING TERMS	
Test	Part 1	
OBJECTIVE	Select the correct terminology to be used in the kitchen.	
INFORMATION SHEET 2	BAKING TERMS AND DEFINITIONS	
ASSIGNMENT SHEET 2	IDENTIFYING BAKING TERMS	
ASSIGNMENT SHEET 3	COOKING AND BAKING TERMS CROSSWORD PUZZLE	
Test	Part 2	
OBJECTIVE	Match the terms associated with baking to the correct definition	
INFORMATION SHEET 3	COOKING UTENSILS AND EQUIPMENT	
ASSIGNMENT SHEET 4	IDENTIFYING COOKING UTENSILS	
Test	Part 3	
OBJECTIVE	Identify the utensils used for cooking	
INFORMATION SHEET 4	BAKING UTENSILS AND EQUIPMENT	
ASSIGNMENT SHEET 5	IDENTIFYING BAKING UTENSILS	
Test	Part 4	
OBJECTIVE	Select the proper utensils used in baking	
INFORMATION SHEET 5	READING MEASUREMENTS	
ASSIGNMENT SHEET 6	READING MEASUREMENTS	
Test	Part 5	
OBJECTIVE	Explain the methods of measurement used in cooking and the use of equivalents	
INFORMATION SHEET 6	READING LABELS	
ASSIGNMENT SHEET 7	READING LABELS	
Test	Part 6	
OBJECTIVE	Point out the information found on food labels and how to read it	

		Date Completed
INFORMATION SHEET 7	TYPES OF COMMERCIAL MIXERS AND SAFETY METHODS	
ASSIGNMENT SHEET 8	IDENTIFYING COMMERCIAL MIXERS AND ATTACHMENTS	
Test	Part 7	
OBJECTIVE	Identify the types of commercial mixers and the safety procedures involved in their use	
INFORMATION SHEET 8	OPERATION OF THE FOOD SLICER AND SAFETY METHODS	
ASSIGNMENT SHEET 9	OPERATION OF THE FOOD SLICER AND SAFETY METHODS	
Test	Part 8	
OBJECTIVE	Explain the operation of a food slicer and safety rules to be followed during its operation	
INFORMATION SHEET 9	TYPES OF OVENS AND SAFETY METHODS	
ASSIGNMENT SHEET 10	TYPES OF OVENS AND SAFETY METHODS	
Test	Part 9	
OBJECTIVE	Identify the types of ovens and explain the safety involved in operating ovens	
INFORMATION SHEET 10	COOKING METHODS	
ASSIGNMENT SHEET 11	COOKING METHODS	
Test	Part 10	
OBJECTIVE	Identify the different methods used in cooking and explain the processes involved in each.	
INFORMATION SHEET 11	METHODS OF COOKING MEATS	
ASSIGNMENT SHEET 12	METHODS OF COOKING MEATS	
Test	Part 11	
OBJECTIVE	Identify the different methods used in the preparation of meat	
INFORMATION SHEET 12	METHODS OF COOKING VEGETABLES	
ASSIGNMENT SHEET 13	METHODS OF COOKING VEGETABLES	
Test	Part 12	
OBJECTIVE	Explain the different methods used in the preparation of vegetables	

		Date Completed
INFORMATION SHEET 13	BAKING BREADS	
ASSIGNMENT SHEET 14	PREPARATION AND DEMONSTRATION OF YEAST BREADS	
Test	Part 13	
OBJECTIVE	Demonstrate the steps involved in mixing and baking breads	
INFORMATION SHEET 14	CAKES AND ICINGS	
ASSIGNMENT SHEET 15	CAKE BAKING EXPERIENCE	
ASSIGNMENT SHEET 16	PORTIONING AND ICING CAKE	
Test	Part 14	
OBJECTIVE	Identify the different types of cakes and icings and how to portion cakes for serving	
INFORMATION SHEET 15	BAKING COOKIES, PIES, AND PASTRIES	
ASSIGNMENT SHEET 17	BAKING COOKIES, PIES, AND PASTRIES	
Test	Part 15	
OBJECTIVE	Identify methods of baking and storing cookies and describe what kinds of crusts are used with different types of pies	
INFORMATION SHEET 16	GENERAL CLEANING	
ASSIGNMENT SHEET 18	GENERAL CLEANING	
Test	Part 16	
OBJECTIVE	Discuss the general cleaning procedures in a kitchen	

This student has completed the indicated training under my supervision

_____

Instructor

COOK'S HELPER

SUGGESTED TEACHING PROCEDURES FOR THE COORDINATOR

I. Objective Sheet

A. Discuss each specific objective the the student.

B. Explain the relationship of each to the training station

C. Renumber the objectives in the most logical sequence to be accomplished.

(NOTE: A change of sequence is necessary only when a student changes job during the year or an employer requests training in a specific area.)

II. Answers to Assignment Sheets

A. Some assignment sheets will vary according to the training and should be graded individually.

B. Some assignment sheets will not have specific answers but will depend upon student participation.

III. Answers to the Test

A. Answers are based upon total information covered in the study guide.

B. For convenience of grading, make corresponding answer sheets for any test parts added.

IV. Information and corresponding assignment sheets

A. INFORMATION SHEET 1--COOKING TERMS AND DEFINITIIONS

1. This information may be used as a glossary.

2. Use ASSIGNMENT SHEET 1--DESCRIBING COOKING TERMS to reinforce this area of information.

3. Have the student add other terms used in the training area.

a. Have the student use Information Sheet 1 or use several reference book glossaries to complete the assignment sheet.

b. Have the student develop similar word games using other terms used in a kitchen.

4. Have the student develop crossword puzzles using the terms and definitions.

B. INFORMATION SHEET 2--BAKING TERMS AND DEFINITIONS

1. This information can be used as a glossary of baking terms.

2. Use the following assignment sheets to reinforce this area of information.

   a. ASSIGNMENT SHEET 2--IDENTIFYING BAKING TERMS

      (NOTE: Have the student add more words to expand the cook's helper vocabulary.)

   b. ASSIGNMENT SHEET 3--COOKING AND BAKING TERMS CROSSWORD PUZZLE

      (NOTE: The student will have to refer to both Information Sheets 1 and 2 to complete this assignment.)

C. INFORMATION SHEET 3--COOKING UTENSILS AND EQUIPMENT

1. Have the student add names of other equipment and utensils used on the training station to the list.

2. Use ASSIGNMENT SHEET 2--COOKING UTENSILS AND EQUIPMENT to reinforce this area of information.

   a. Have the student use several cooking books to complete the assignment sheet.

   b. Have the student develop a short talk explaining how some of the utensils are used in the kitchen.

D. INFORMATION SHEET 4--BAKING UTENSILS AND EQUIPMENT

1. Have the student identify the equipment at the training stations and report to the class.

2. Have the student draw pictures of additional utensils and equipment used in the training stations.

3. Use ASSIGNMENT SHEET 5--IDENTIFYING BAKING UTENSILS to reinforce this area of information.

E. INFORMATION SHEET 5--READING MEASUREMENTS

1. Have the student develop charts showing the equivalent measurements.

2. Have the student develop posters on measurements.

3. Have the student or a panel judge the best poster.

4. Use ASSIGNMENT SHEET 6--READING MEASUREMENTS to reinforce this area of information.

5. Bring pictures of the equipment mentioned to show the class.

F. INFORMATION SHEET 6--EXPLAIN LABEL READING

1. Have the student bring to class some labels and briefly explain what the labels contain.

2. Have the student make a collage of labels to show how labels differ.

3. Use ASSIGNMENT SHEET 7--EXPLAIN LABEL READING to reinforce this area of information.

4. Have the student make a series of posters depicting labels that are on the market.

5. Bring to class some trades magazines showing advertisements dealing with labels.

G. INFORMATION SHEET 7--TYPES OF COMMERCIAL MIXERS AND SAFETY METHODS

1. Have the student list other types and models of commercial mixers used at their work stations.

2. Have the student make a list of the different parts of floor and bench mixers.

3. Use ASSIGNMENT SHEET 8--IDENTIFYING COMMERCIAL MIXERS AND ATTACHMENTS to reinforce this area of information.

   a. Have the student give a short talk on the types of equipment used at the work station.

   b. Have the student develop a safety poster for using the mixers and attachments.

4. Have the student present a safety talk about the training station relating any accidents that have happened.

5. Have the student develop safety information sheets on specific machines at training stations.

6 Take the students to the school cafeteria to see a commercial mixer and explain safety procedures.

H. INFORMATION SHEET 8--OPERATION OF THE FOOD SLICER AND SAFETY METHODS

1. Have the student give a short talk on the operation of a food slicer.

2. Have the student make safety posters on the operation of the food slicer.

3. Use ASSIGNMENT SHEET 9--OPERATION OF THE FOOD SLICER AND SAFETY METHODS to reinforce this area of information.

   a. Have the student discuss the safety involved in operating a food slicer.

   b. Have the student draw the food slicer used at the work station if it is different from the drawing.

4. Take the students to the kitchen and show them a food slicer.

5. Contact a salesperson to give a class demonstration of the operation of the food slicer.

6. Have the student put up the better posters on safety of the food slicer.

I. INFORMATION SHEET 9--TYPES OF OVENS AND SAFETY METHODS

1. Have the student present a talk about the kind of ovens used at the training station.

2. Have the student contact a technician or sales representative for materials on cleaning.

3. Use ASSIGNMENT SHEET 10--TYPES OF OVENS AND SAFETY METHODS to reinforce this area of information.

   a. Make copies of the different types of ovens drawn to share with other cook helpers.

   b. Contact an oven distributor to obtain information and pictures of different sizes and models.

J. INFORMATION SHEET 10--COOKING METHODS

1. Have the student go to the kitchen to observe the different cooking methods.

2. Provide the student with trade magazines to identify some of the different types of equipment used on the training station.

3. Use ASSIGNMENT SHEET 11--COOKING METHODS to reinforce this area of information.

   a. Have the student prepare a short talk on two of the different cooking methods.

   b. Have the student list the duties followed while at the work station.

4. Invite a chef or head cook to come to class to give a short talk on cooking methods.

K. INFORMATION SHEET 11--METHODS OF COOKING MEATS

1. Have the student go to the school cafeteria to observe the different methods of cooking meat.

2. Have the student visit a meat department where the butcher can explain what cuts of meat require the different cooking methods.

3. Use ASSIGNMENT SHEET 12--METHODS OF COOKING MEATS to reinforce that area of information.

4. Have the student explain what methods are used at the training station.

L. INFORMATION SHEET 12--METHODS OF COOKING VEGETABLES

1. Have the student prepare a short talk on how different vegetables are prepared.

2. Have the student list the duties performed in the preparation of vegetables at the work station.

3. ASSIGNMENT SHEET 13--METHODS OF COOKING VEGETABLES may be used to reinforce this information.

M. INFORMATION SHEET 13--BAKING BREADS

1. Make arrangements with a bakery owner or manager for the student to see the processes used.

2. Provide the student with recipes for quick breads.

3. Use ASSIGNMENT SHEET 14--PREPARATION AND DEMONSTRATION OF YEAST BREADS for practice in making breads.

   (NOTE: Provide necessary equipment and ingredients for this demonstration.)

4. Have the student make a poster showing the different ways yeast breads can be shaped.

N. INFORMATION SHEET 14--CAKES AND ICINGS

1. Use ASSIGNMENT SHEET 15--CAKE BAKING EXPERIENCE to reinforce this area of information.

   (NOTE: Make arrangements with the head cook in the school cafeteria and provide ingredients to complete this assignment.)

2. Have the student discuss in class the experiences in baking cakes on the job.

3. Have the student make posters showing how to portion cakes for serving.

4. Have the student prepare a collage of decorated cakes to show in class.

O. INFORMATION SHEET 15--BAKING COOKIES, PIES, AND PASTRIES

1. Provide recipes, ingredients, and utensils for baking demonstration of cookies.

2. Make arrangements for the class to visit a bakery to discuss various cookies, pies, and pastries.

3. Have the student share job experiences with the class.

4. Use ASSIGNMENT SHEET 17--BAKING COOKIES, PIES, AND PASTRIES to reinforce this area of information.

5. Have the student make posters of the proper ways to store cookies.

P. INFORMATION SHEET 16--GENERAL CLEANING

1. Have the student develop posters on sanitation and cleaning.

2. Have the student give short talks on sanitation procedures at their work stations.

3. Use ASSIGNMENT SHEET 18--GENERAL CLEANING to reinforce this area of information.

4. Contact a health official to give a presentation on sanitation and cleanliness.

V. Test

A. The study guide test is divided into 16 parts.

1. Each part covers the information sheet.

2. Each part uses various methods of testing

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed reading information sheet and assignments.

2. Give the entire test upon completion of the study guide and assignments.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the study.

VI. References

A. Kotschevar, Lendal H. Ph. D. Quantity Food Production. Cahners Books International, Inc. Boston, Massachusetts, 1974.

B. Haines, Robert G. Food Preparation for Hotels, Restaurants, and Cafeterias. American Technical Society. Chicago, Illinois, 1976.

VII. Sources of Additional Information

A. Lundberg, Donald E. The Hotel and Restaurant Business. rev. Boston: Cahners Publishing Co., 1971.

B. Terrell, Margaret. Professional Food Preparation. New York: John Wiley and Sons, 1971.

C. FNIA Faculty. Food Preparation Manual. Stillwater: Oklahoma State University, 1969.

COOK'S HELPER

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

1. Absorption--The ability of something, such as flour, to attract and hold a liquid.
2. Barbecue--To cook by a direct heat source (spit or charcoal), basting with a seasoned sauce.
3. Acidity--Sourness or tartness.
4. Bouillion cubes--A commercially prepared concentrated broth packaged in cubes.
5. Broil--To cook by exposure to direct heat on a grill or over live coals, such as broiled chicken or steaks.
6. Breading--To coat foods with bread crumbs, cracker crumbs, or cornmeal before cooking.
7. Croquette--Usually a meat plus other ingredients shaped into cakes, breaded, and fried or baked.
8. Caramelize--To heat sugar or food containing sugar until brown.
9. Chill--To place in a refrigerator or cool place until cold.
10. Creaming--To mix ingredients until a smooth, pourable mixture is formed.
11. Crumb--To coat or top with crumbs.
12. Dilute--To lessen the strength, thickness, or flavor of a mixture, usually by adding water.
13. Dip in batter--To dip food into a smooth mixture of flour and liquid before frying.
14. Dip--To plunge into a liquid or dry ingredient until covered and then remove quickly.
15. Dissolve--To combine or mix a solid ingredient with a liquid until a solution is formed.
16. Dredge--To coat with flour or other fine substance.

17. Emulsify--To thoroughly mix ingredients that do not readily combine.

18. Entreé--The name given to the food dish served as the main course.

19. Fermentation--The chemical change of a food which produces carbon dioxide.

20. Flake--To break into small bits by using a fork, taking care not to mash the pieces.

21. Fricasseé--To cook by braising; usually applied to fowl, rabbit, or veal that is cut into small pieces.

22. Grating--To shred food on a grater.

23. Grill--To fry, sauté, or toast on a solid heated surface or griddle.

24. Grind--To reduce particles by cutting or crushing.

25. Humidity--Amount of moisture in the air.

26. Lard--Any form of pork fat.

27. Marinate--To cover and soak food in oil, vinegar, or wine to give added flavor, or to tenderize meat.

28. Pan--To cook a vegetable in a tightly covered skillet in a small amount of fat.

29. Pan broiling--To cook uncovered on a hot, ungreased surface, pouring off fats and liquids as they collect.

30. Peel--To remove the skin of fruits and vegetables, using a knife or peeler.

31. Roast--To cook in an uncovered pan in the oven.

32. Roux--A mixture of fat and browned flour used to thicken and add flavor to sauces, soups, and gravies.

33. Saturation--Absorption to the limit of capacity.

34. Scald--To heat to a temperature just below the boiling point.

35. Sear--To brown the surface of the meat by heating at a high temperature for a short time.

36. Smother--To cover with sauce or vegetables.

37. Stuff--To pack a mixture into a cavity, as with turkey or bell peppers.

38. Thicken--To cause a food to become firmer by the addition of eggs, flour, or other products, and cooking them for an additional period of time.

39. Truss--To secure the wings and legs of a bird with pins or twine.

40. Utensil--Any tool or instrument used in cooking.

41. Whip--To beat rapidly to increase volume and introduce air into the ingredients.

Assignment Sheet 2

A. 1. batter
2. dough
3. ice
4. knead
5. punch
6. tubing
7. rounding
8. fold
9. proof
10. dust

B. 1. punch
2. rounding
3. sifting
4. wash
5. tubing
6. proof
7. meringue
8. ice
9. fold
10. baking soda
11. knead
12. dust

Assignment Sheet 3

Across

2. simmer
6. crystallize
8. pan-fry
9. parbroil
10. boil
11. pan
13. grill
14. poach
15. sauté

Down

1. Dissolve
2. scald
3. caramelize
4. coat-the-spoon
5. deep fat fry
7. panbroil
12. glace

Assignment Sheet 4

A. Evaluated to the satisfaction of the instructor.

B. Evaluated to the satisfaction of the instructor.

C. 1. paring knife--used for trimming and peeling fruits and vegetables.

2. butcher knife--used to section raw meat and cut steaks.

3. slicer--used to cut meat, such as ham

4. food tongs--used to pick up and serve foods without touching with the hands.

5. ladle--used to stir, dip, mix, and to serve sauces, dressings, and other liquids, in equal amounts.

6. skimmer-used to serve whole or large cut vegetables without including liquid.

7. spatula--used for mixing, spreading, and scraping.

8. colander--used to drain off liquids when washing cooked spaghetti and other foods.

9. strainer--used to strain and drain all kinds of foods.

10. scoop--used to serve and portion foods, such as ice cream and butter.

11. measuring cups--a set of cups with markings used to measure liquids and some dry ingredients.

12. kitchen fork--used for turning roast or broiling steaks, and holding meats while slicing.

13. cleaver--used to chop bones in raw meat.

Assignment Sheet 5

A. cookie sheet

B. tube pan

C. baking pan

D. cake pan

E. muffin tins

F. pie pan

G. pastry wheel

H. pie and cake knife

I. scraper or dough cutter

J. bench brush

K. flour sifter

L. pastry bag

M. pastry brush

N. pastry tube

O. pie and cake marker

P. rolling pin

Q. baker's scale

R. portion scale

Assignment Sheet 6

A.
1. J
2. C
3. G
4. E
5. A
6. I
7. D
8. H
9. F
10. B

B.
1. 1/8 teaspoon
2. 2 pints
3. 1 fluid quart
4. 1 pound
5. 1 gallon
6. 2 cups
7. 1 cup
8. 1 tablespoon
9. dozen

Assignment Sheet 7

A.
1. identification
2. display
3. pricing
4. federal law

B. Evaluated to the satisfaction of the instructor.

C.
1. brand name
2. product name
3. product ingredients
4. weight
5. lot number
6. expiration date
7. manufacturer's name and address
8. grade identification
9. nutritional value

D. 1a. Food and Drug Administration (FDA)

b. United States Department of Agriculutre (USDA)

2a. A. superior quality

b. B. above-average quality

c. C. minimum quality

d. substandard - inferior quality

Assignment Sheet 8

A. 1. a. attachment socket

b. beater shaft

c. bowl support

d. bowl

e. bowl raising wheel or lever

f. gear or speed control

g. "on" "off" switch

2. a. gear or speed control

b. attachment socket

c. "on" "off" switch

d. beater shaft

e. bowl support

f. bowl

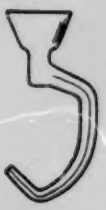
g. bowl raising wheel or lever

B. 1. Flat beater
Used for mixing main dishes, mashing vegetables or blending mixtures such as pastries.

2. Pastry knife
Used for mixing all sweet dough and for mixing shortening and flour together.

3. Wire whip
   Used to whip air into light mixtures, beat egg whites, or mix water into dry milk.

4. Dough arm
   Used for mixing heavy doughs, bread doughs, or noodles.



C.
1. True
2. True
3. False
4. True
5. False
6. False
7. True
8. False
9. True
10. True

D.
1. off
2. low, medium, high
3. size and type
4. spoons and hands
5. securely
6. loose

Assignment Sheet 9

A.
a. food holder
b. food carriage
c. blade guard
d. blade or slicer knife
e. gauge plate
f. blade control indicator
g. scrap tray
h. On and Off switch
i. receiving tray

B. 1. True
2. True
3. True
4. True
5. False
6. True
7. False
8. True
9. False

C. 1. A
2. B
3. D
4. A
5. C
6. B
7. A
8. C

Assignment Sheet 10

A. Gas

1. Turn on the main burner valve.
2. Adjust the thermostat to the desired temperature.

B. Electric

1. Set thermostat at the desired temperature.
2. Turn switch ON.
3. Allow oven to preheat before food is placed in the oven.
4. Allow 2 inches away from the walls and door for proper circulation of heat.
5. To prevent heat escape, clear the vent control completely.
6. Avoid excessive opening and closing of the door (for a better product).

C. 1. Clean the outside with a warm water and detergent solution.
2. Clean the inside with a damp cloth.
3. Clean the crumbs from the return passage.

D. Evaluated to the satisfaction of the instructor.

E. 1. Foods such as potatoes, apples, and weiners must be punctured with a fork to prevent them from exploding.
2. A sign must be posted to tell when a microwave oven is in use.

3. Do not use plastic or styrofoam containers in unit.

4. Do not use metal containers.

F. 1. Be sure the unit is turned off.

2. Wipe all metal parts with a clean cloth and a warm detergent solution.

3. Dry with a clean soft cloth.

G. Evaluated to the satisfaction of the instructor.

Assignment Sheet 11

A. 1. Preheat the broiler 15 minutes before cooking.

2. Marinate, dip, or brush meat with oil and/or seasoning before placing food on the grill.

3. Check meats for dryness by placing light pressure on the meat with your finger.

4. Pull the grill out and place the meat on the grill.

5. The meat should be turned once during the cooking process so both sides are cooked.

6. Do not over cook meats on a broiler because they will become dry and lose their natural flavor, juices, and nutritional values.

7. If the broiler is gas fired, the ceramic brick type elements should be preheated until they are hot.

8. Oil on the meat will prevent sticking, drying, and cracking.

9. The broiler should be left on low after using so that it will be warm if needed again.

B. 1. B

2. D

3. C

4. D

5. C

C. 1. T

2. T

3. F

4. F

5. T

Assignment Sheet 12

A. 1. A

2. B

3. A

4. C

5. C

6. B

7. B

8. A

B. 1. Season the meat.

2. Place the meat in a pan <u>with the fat side up</u>.

3. Preheat oven to 375°. Allow meat to brown.

4. After browning, onions, celery, and carrots may be added for flavor.

5. Add a small amount of water to keep the drippings from evaporating.

6. Do <u>not</u> cover the roast.

7. Reduce temperatures to 325°-350° to prevent shrinkage.

8. Turn the roast as desired.

C. 1. breadcrumbs

2. corn flakes

3. cornmeal

4. crackers

D. 1. A

2. D

3. D

4. B

5. B

6. B

Assignment Sheet 13

A. 1. green

2. yellow

3. red

4. white

B. 1. boiling

2. baking

3. steam pressure

4. frying

C. Evaluated to the satisfaction of the instructor.

Assignment Sheet 14

A. Evaluated to the satisfaction of the instructor.

B. Evaluated to the satisfaction of the instructor.

C. 1. regular in shape

2. uniform size

3. tender crust with smooth golden brown color

4. light in weight.

Assignment Sheet 15

A. Evaluated to the satisfaction of the instructor.

B. Evaluated to the satisfaction of the instructor.

C. 1. Too high a temperature retards flavor and volume development.

2. To high a temperature turns the crust dark and may cause top to split.

3. Too hot an oven will cause the outside to become too brown before inside is cooked.

4. Too cool an oven causes cake to be flat, with coarse, uneven grain and pale, sticky crust.

5. Too cool an oven may cause the cake to fall.

6. Foam cake that is baked at too high a temperature is heavy and tough.

Assignment Sheet 16

A. Evaluated to the instructor's satisfaction.

B. 1. To improve flavor of cakes.

2. To improve appearance of cakes.

3. To give moistness to cakes.

C. 1. Foam

2. Butter cream

3. Fondant

4. Glaze

5. Decorator's or royal icing.

Assignment Sheet 17

A. 1. Icebox

2. Drop

3. Soft batters

B. 1. Most cookie batters freeze well.

2. Stiff doughs should be thawed under refrigeration but softer mixes may be thawed at room temperature.

3. Pack cookies only after cooling.

4. A freshly cut apple stored with soft cookies will keep the cookies moist.

5. Soft cookies should not be stacked.

6. Foam type cookies dry out easily, so they should be made in small batches, used quickly, and stored in air-tight containers.

C. Evaluated to the satisfaction of the instructor.

D. A cream pie filling is already cooked.

E. A single crust pie shell is pricked to allow steam to escape so it won't have bubbles in it.

F. A pie or cake marker.

Assignment Sheet 18

A. The statement is from the National Sanitization Foundation and it states sanitization is the quality of living that is expressed in a clean home, farm, business and industry, neighborhood and community.

B. 1. To prevent disease.

2. To prevent food poisoning.

3. To prevent food spoilage.

4. To prevent bad odors and off-flavors.

C. 1. T
2. F
3. T
4. T
5. T
6. T
7. F
8. T

D. 1. Trichinosis

2. Dysentery

3. Typhoid Fever

4. Diptheria

E. 1. Keep food at 40° F or below.

2. Keep food over 140° F.

3. Control favorable conditions such as warmth, food, and moisture.

F. 1. Soak in hot, soapy water.

2. Use scouring powder if deposits remain.

3. Use stainless steel, wood, plastic, or rubber tools to scrape grease or burnt-on food from stainless steel.

4. DO NOT use ordinary steel scrapers or knives on stainless steel.

5. Rub in the direction of polish lines when using scouring powder.

6. DO NOT allow seasonings or foods with table salt to remain in the pan too long.

G. 1. Flush with clean water.

2. Swab on a diluted solution of mild acid-type cleaner.

3. Allow to stand 15 or 20 seconds.

4. Rinse with clean water.

5. Dry with a soft cloth.

6. Repeat as necessary to completely remove films.

COOK'S HELPER

ANSWERS TO TEST

Part 1

1. a. 5
   b. 9
   c. 2
   d. 8
   e. 3
   f. 1
   g. 4
   h. 7
   i. 6
2. a. F
   b. F
   c. T
   d. T
   e. F
   f. T
   g. T
   h. F
   i. T
   j. T
3. a. absorption
   b. cream
   c. broiling
   d. fermentation
   e. grating
   f. crystalize
   g. caramelize
   h. stewing
   i. whip

T-26

4. a. 3
   b. 3
   c. 1
   d. 3
   e. 4
   f. 2
   g. 2

Part 2

1. a. 2
   b. 6
   c. 4
   d. 1
   e. 5
   f. 12
   g. 3
   h. 7
   i. 9
   j. 11
   k. 10
   l. 8

Part 3

1. a. French knife
   b. strainer
   c. boning knife
   d. measure
   e. butcher knife
   f. colander
   g. slicer

h. cleaver

i. ladle

j. skimmer

k. spatula

l. grater

m. measuring spoons

n. kitchen fork

o. food tongs

Part 4

1. a. cookie sheet

b. tube pan

c. muffin tins

d. pie pan

e. cake pan

2. a. flat spatula

b. pie and cake knife

c. pastry wheel

d. scraper

e. wire whip

f. pie and cake marker

g. bench brush

h. pastry bag--pastry tube

i. flour sifter

j. rolling pin

k. pastry brush

3. a. baker's scale--used to weigh ingredients.

b. portion scale--used to weigh cooked foods.

Part 5

1. a. 6
   b. 2
   c. 3
   d. 5
   e. 1
   f. 4

2. a. T
   b. F
   c. T
   d. F
   e. T
   f. T
   g. F
   h. T
   i. F
   j. T

3. a. Dry -- not wet or sticky.
   b. Tablespoon -- a unit of measurement equal to 3 teaspoons.
   c. Quart -- a unit of measurement equal to 2 pints.
   d. Level -- to make flat or even.
   e. Pound -- a unit of measurement equal to 16 ounces.
   f. Teaspoon -- a unit of measurement equal to 1/3 tablespoon.
   g. Scoop -- a small utensil used to dip soft foods.
   h. Cup -- a unit of measurement equal to 1/2 pint.

4. a. 1
   b. 2
   c. 3
   d. 3
   e. 1
   f. 2
   g. 4
   h. 1
   i. 5
   j. 1

Part 6

1. a. brand name
   b. product name
   c. product ingredients

d. weight

e. lot number and expiration date

f. manufacturer's name and address

g. grade

h. nutritional value

2. a. identification

b. display

c. pricing

d. federal law

3. a. T

b. F

c. F

d. T

e. T

f. T

G. T

Part 7

1. a. attachment socket

b. beater shaft

c. bowl support

d. bowl

e. bowl raising wheel or lever

f. gear or speed control

g. on and off switch

2. a. T
b. T
c. F
d. F
e. T
f. F
g. F
h. T
i. T
j. T

3. a. 5
b. 3
c. 1
d. 2
e. 4

4. a. 12-20
   b. pastry knife
   c. hopper
   d. 30-60
   e. shredder
   f. flat beater
   g. wire whip
   h. hopper
   i. vegetable slicer
   j. floor mixer

5. a. 3
   b. 2
   c. 1
   d. 2
   e. 3
   f. 2
   g. 3

Part 8

1. a. slicer knife
   b. blade control indicator
   c. receiving tray
   d. scrap tray
   e. gauge plate

2. a. meats and cheese
   b. fruits
   c. vegetables
   d. bread
   e. hot or cold foods

3. a. T
   b. F
   c. F
   d. T
   e. T
   f. T
   g. F
   h. T

4. Evaluated to the satisfaction of the instructor.

Part 9

1. a. F
   b. F
   c. T
   d. T
   e. T
   f. F
   g. F
   h. F
   i. T
   j. T

2. a. 2
   b. 3
   c. 1
   d. 1-2-3
   e. 3
   f. 1
   g. 2
   h. 3

3. a. Foods such as potatoes, apples, and weiners must be punctured with a fork to prevent them from exploding.
   b. A sign must be presented to announce a microwave unit is in use.
   c. DO NOT use metal containers.

4. a. 2
   b. 3
   c. 1
   d. 4
   e. 4
   f. 4
   g. 1
   h. 4
   i. 1
   j. 1

Part 10

1. a. 5
   b. 2
   c. 4
   d. 1
   e. 3

2. a. F
   b. T
   c. F
   d. T
   e. F
   f. T

3. a. 5
   b. 1
   c. 2
   d. 4
   e. 3
   f. 1
   g. 3
   h. 4
   i. 2
   j. 2

4. a. 350°
   b. temperature
   c. excess
   d. breading
   e. basket
   f. grease
   g. drain

5. a. lard
   b. rendered beef fats
   c. vegetable shortenings
   d. vegetable oils

6. a. F
   b. T
   c. T
   d. T
   e. F

Part 11

1. a. F
   b. F
   c. T
   d. T
   e. F
   f. T
   g. T
   h. F
   i. T
   j. T

2. a. cut of meat
   b. kind of meat
   c. quality of meat
   d. thickness of meat
   e. degree of doneness

3. a. F
   b. T
   c. T
   d. F
   e. F
   f. T
   g. F
   h. F
   i. F
   j. T

4. a. bread crumbs
   b. corn flakes
   c. cornmeal
   d. flour
   e. crackers

5. a. 1
   b. 4
   c. 4
   d. 1
   e. 4

Part 12

1. a. green
   b. yellow
   c. red
   d. white

2. a. boiling
   b. baking
   c. steam pressure
   d. frying

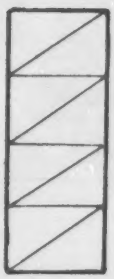
c. Evaluated to the satisfaction of the instructor.

Part 13

1. a. Have all equipment and ingredients ready.
   b. Use a baker's scale to weigh all of the ingredients.
   c. Use an electric mixer to mix and develop the dough.
   d. Knead the dough to force out all the air.
   e. Proof the dough by placing in lightly greased container and let rise to double its size.
   f. Punch the dough back to original size and place on floured surface.
   g. Knead the dough a second time.
   h. Shape or divide the dough into desired shapes and sizes.
   i. Place in prepared pans and let rise until double in size.
   j. Bake at required temperature until golden brown and done.
2. baking powder and baking soda.
3. yeast
4. dry ingredients
5. pastry knife

6. a. regular in shape
   b. uniform size
   c. tender crust with smooth golden brown color
   d. light in weight
7. a. 5
   b. 4
   c. 6
   d. 2
   e. 3
   f. 1

Part 14

1. a. butter
   b. pound
   c. foam
2. a. False
   b. False
   c. True
   d. False
   e. True
3. 

4. a. ✓
   b.
   c. ✓
   d.
   e.

5. a. to improve the flavor
   b. to improve appearance
   c. to give moistness to cake

Part 15

1. a. ✓
   b. ✓
   c.
   d. ✓
   e. ✓
   f.
   g.
   h. ✓
   i. ✓

2. a. double crust
   b. single crust
   c. fruit-filled
   d. cream-filled
   e. egg custard
   f. gelatin-filled
   h. mousse-filled
   i. tarts
   j. dumplings

3. a. ✓
   b. ✓
   c.
   d. ✓

4. a. 2
   b. 1
   c. 4
   d. 3

5. a. 3
   b. 5
   c. 1
   d. 7
   e. 6
   f. 2
   g. 4
   h. 8

Part 16

1. a. To prevent disease.
   b. To prevent food poisoning.
   c. To prevent food spoilage.
   d. To prevent bad odors and off-flavors.
2. a. 1
   b. 3
   c. 2
   d. 4
   e. 3
   f. 4
3. a. ✓
   b.
   c.
   d. ✓
   e. ✓
4. a., d., e.

COOK'S HELPER

DOT NO. 317.687-010

Job Description

The Cook's Helper assists workers engaged in preparing foods for hotels, restaurants, or ready-to-serve packages by performing any combination of the following tasks:

1. Washes, cuts, peels, and seeds vegetables and fruits.
2. Cleans, cuts, and grinds meats, poultry, and seafood.
3. Dips food items in crumbs, flour, and batter to bread them.
4. Stirs and strains soups and sauces.
5. Mixes, kneads, or shapes dough for bread, rolls, muffins, or biscuits.
6. Places pans of dough into oven to bake and removes baked products.
7. Weighs and measures designated ingredients.
8. Carries pans, kettles, and trays of food to and from work stations, stove, and refrigerator.
9. Stores foods in designated areas, utilizing knowledge of temperature requirements and food spoilage.
10. Cleans work areas, equipment, and utensils, segregates and removes garbage, and steam-cleans or hoses garbage containers.
11. Distributes supplies, utensils, and portable equipment, using handtruck.

Undefined Related Titles

Kitchen helper
Cook helper, broiler or fry
Cook helper, dessert
Cook helper, vegetable
Pantry goods maker helper

COOK'S HELPER

STUDY GUIDE OBJECTIVE

After completion of this study guide, the student will be able to use the correct terminology to explain the procedures and responsibilities required of a cook's helper in a commercial restaurant. This knowledge will be evidenced through demonstration and by satisfactorily completing the test.

SPECIFIC OBJECTIVES

After completion of this study guide, the student will be able to:

1. Select the correct terminology to be used in the kitchen.
2. Match the terms associated with baking to the correct definition.
3. Identify the utensils used for cooking.
4. Select the proper utensils used in baking.
5. Explain the methods of measurement used in cooking and the use of equivalents.
6. Point out the information found on food labels and how to read it.
7. Identify the types of commercial mixers and the safety procedures involved in their use.
8. Explain the operation of a food slicer and safety rules to be followed during its operation.
9. Identify the types of ovens and explain the safety involved in operating ovens.
10. Identify the different methods used in cooking and explain the processes involved in each.
11. Identify the different methods used in the preparation of meat.
12. Explain the different methods used in the preparation of vegetables.
13. Demonstrate the steps involved in mixing and baking breads.
14. Identify the different types of cakes and icings and how to portion cakes for serving.
15. Identify methods of baking and storing cookies and describe what kinds of crusts are used with different types of pies.
16. Discuss the general cleaning procedures in a kitchen.

COOK'S HELPER

INFORMATION SHEET 1--COOKING TERMS AND DEFINITIONS

I. Cooking methods

A. Bake--To cook by dry heat in an oven.

B. Barbeque--To cook by direct heat source (on spit or rack over charcoal), basting with a seasoned sauce.

C. Boil--To cook in water or other liquid until the liquid bubbles continuously at 212° F.

D. Braise--To cook in fat and a little moisture, in a covered pan.

E. Broil--To cook by exposure to direct heat on a grill or over live coals.

F. Fry--To cook in fat on surface burner.

G. Grill--To fry, sauté, or toast on a solid heated surface or griddle; a form of pan-broiling.

H. Parboil--To simmer until partially cooked.

I. Poach--To cook in a hot liquid, being careful to retain shape.

J. Roast--To cook in an uncovered pan in the oven.

K. Sauté--To brown quickly in a small amount of fat, turning frequently.

L. Scald--To heat to a temperature just below the boiling point.

M. Simmer--To cook in a liquid at a temperature just below the boiling point.

N. Smother--To cook in a covered container, covered with sauce or vegetables.

O. Steam--To cook in steam, with or without pressure.

P. Stew--To simmer meat and vegetables in liquid.

II. General cooking terms

A. Absorption--The ability of food (such as flour) to attract and hold a liquid.

B. Acidity--The degree of sourness or tartness.

C. Baste--To spoon liquid over food as it cooks to prevent drying out.

D. Beat--To make a mixture smooth or to introduce air by using a lifting motion with a spoon.

E. Blend--To mix two or more ingredients thoroughly.

F. Bouillon--A clear broth from meat juices.

G. Buillon cubes--A commercially prepared concentrated broth packaged in cubes.

H. Breading--To coat foods with bread crumbs, cracker crumbs, or cornmeal, etc., before cooking.

I. Caramelize--To heat sugar or food containing sugar until brown.

J. Chill--To place in refrigerator or other cool place until cold.

K. Chop--To cut into small pieces.

L. Coat--To cover entire surface with flour, bread crumbs, e.g.

M. Coat-the-spoon--To cook a mixture until it coats a metal spoon with a film of thickened sauce.

N. Coddle--To cook in water heated to just below the boiling point.

O. Cream--To mix ingredients until smooth.

P. Croquettes--Usually finely chopped meat plus other ingredients shapped into cakes, breaded, and then fried or baked.

Q. Crystallize--To cause to form crystals.

(NOTE: Used in making candy and frozen mixtures.)

R. Crumb--To cover with finely crumbled bread.

S. Cube--To cut into small squares.

T. Deep-fat fry--To cook in a pot containing enough fat to cover food.

U. Dilute--To lessen the strength, thickness, or flavor of a mixture, usually by adding water.

V. Dip--To plunge into a liquid or dry ingredient until covered and then remove quickly.

W. Dip in batter--To dip food into a smooth mixture of flour and liquid before frying.

X. Dissolve--To combine or mix a solid ingredient with liquid until a solution is formed.

Y. Dredge--To coat with flour or other fine food substances.

Z. Emulsify--To thoroughly mix ingredients that do not readily combine.

AA. Entreé--The name given to the food dish served as the main course.

AB. Fermentation--The chemical change of a food when carbon dioxide is produced.

AC. Fillet--To separate raw meat or fish from bones; also the name of the piece of meat after being cut.

(EXAMPLE: Filet Mignon)

AD. Flake--To break into small bits by using a fork, taking care not to mash the pieces.

AE. Fricasseé--To cook by braising.

AF. Gluten--The protein in flour which gives bakery products texture.

AG. Grating--To shred food on a grater.

AH. Grind--To reduce a food to particles by cutting or crushing.

AI. Humidity--Amount of moisture in the air.

AJ. Ingredients--Various contents blended to make any food.

AK. Lard--Any form of pork fat.

(EXAMPLES: salt pork, bacon, or pigs' feet.)

AL. Marinate--To cover and soak food in oil, vinegar, or wine to give added flavor or to tenderize meat.

(NOTE: Sometimes the marinade may be a pickling or brine solution.)

AM. Melt--To liquify by heat.

AN. Mix--Blending ingredients.

AO. Pan (panning)--To cook vegetable in a tightly covered skillet in a small amount of fat; no water is added.

AP. Pans--Variously shaped containers used for cooking and baking.

AQ. Pan-broil--To cook uncovered on a hot, ungreased surface (usually a frying pan), pouring off fats and liquids as they collect.

AR. Pan-fry--To cook in small amount of fat.

AS. Peel--To remove the skin of fruits and vegetables using a knife or peeler.

AT. Roux--A mixture of fat, such as meat drippings, and browned flour, used to thicken and add flavor to sauces, soups, and gravies.

AU. Saturation--Absorption to the limit of capacity.

AV. Score--To make thin, parallel cuts in one or more directions in the food surface.

AW. Sear--To quickly brown the surface of meat by heating at a high temperature; it adds color and seals in flavor.

AX. Season--To improve flavor by adding salt, pepper, or spice.

AY. Shred--To cut or shave into thin strips.

AZ. Stuff--To pack a mixture into a cavity, as with turkey or bell peppers.

BA. Thicken--To cause a food to become firmer by the addition of eggs, flour, or other products, and by cooking them for an additional period of time. Gelatin may be added to cause the food to become firm when chilled.

BB. Truss--To secure the wings and legs of a fowl with pins or twine.

BC. Utensil--Any tool or instrument used in cooking.

BD. Whip--To beat rapidly to increase volume by introducing air into ingredients.

COOK'S HELPER

ASSIGNMENT SHEET 1--DESCRIBING COOKING TERMS

Directions: Define the following selection of words.

1. absorption-

2. barbecue-

3. acidity-

4. bouillon cubes-

5. broil-

6. breading-

7. croquette-

8. carmelize-

9. chill-

10. creaming-

11. crumb-

12. dilute-

13. dip in batter-

14. dip-

15. dissolve-

16. dredge-

17. emulsify-

18. entreé-

19. fermentation-

20. flake-

21. fricasseé-

22. grating-

23. grill-

24. grind-

25. humidity-

26. lard-

27. marinate-

28. pan-

29. pan broiling-

30. peel-

31. roast-

32. roux-

33. saturation-

34. scald-

35. sear-

36. smother-

37. stuff-

38. thicken-

39. truss-

40. utensil-

41. whip-

COOK'S HELPER

INFORMATION SHEET 2--BAKING TERMS AND DEFINITIONS

A. Aeration--The treatment of dough or batter with air or gas to produce lightness and increase volume (e.g., whipping cream).

B. Baking powder--A chemical leavening agent.

C. Baking soda--A chemical leavening agent.

D. Batter--A pourable mixture of combined ingredients.

(EXAMPLE: Flour, sugar, eggs, and shortening.)

E. Cut-in--To use two knives or a pastry blender to cut shortening and flour together.

F. Dough--A thick, uncooked mass of combined ingredients for bread, rolls, and cookies.

G. Dusting--To sprinkle a light coat of flour on pans or work surface.

H. Fold--To blend ingredients by gently turning over, being careful not to stir or beat.

I. Glacé--To coat with a thin sugar syrup cooked to the crackling stage.

J. Ice--To cover a cake or some other item with frosting or icing.

K. Knead--To press, fold, and stretch the air out of dough.

L. Leavening agents--Ingredients used to produce carbon dioxide in doughs and batters.

(EXAMPLES: baking powder, baking soda, sour milk.)

M. Meringue--A white, frothy mass of beaten egg white and sugar.

N. Proof--To let yeast dough rise by setting it in a warm, moist place.

O. Proof-box--A box or cabinet equipped with shelves and used for fermenting dough by heat and steam.

P. Punch--To knock air out of yeast dough after it has risen once.

Q. Rounding--The shaping of dough pieces to seal the ends.

R. Sift--To pass dry ingredients through a fine screen to add air.

S. Texture--Interior structure of a baked produce as shown by the look and feel of a cut surface.

T. Tubing--To pass icing, potatoes,or some other mixture through a pastry tube.

U. Wash--To brush a liquid on the surface of a baked product.

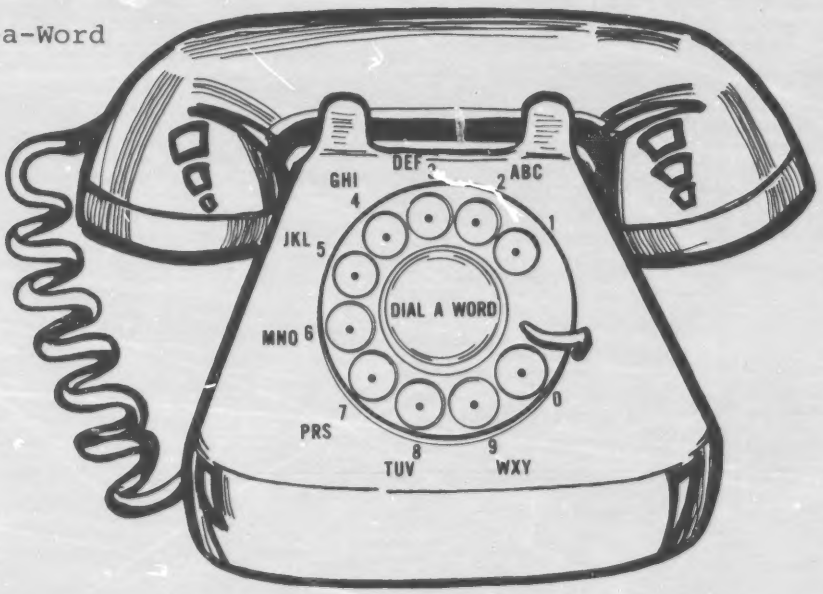
COOK'S HELPER

ASSIGNMENT SHEET 2--IDENTIFYING BAKING TERMS

A. Identify the following terms by unscrambling the letters to make the proper word associated with baking.

1. tabret
2. guhod
3. eic
4. danek
5. cnuph
6. bnitug
7. nurondig
8. dofl
9. ropof
10. tusd

B. Dial-a-Word

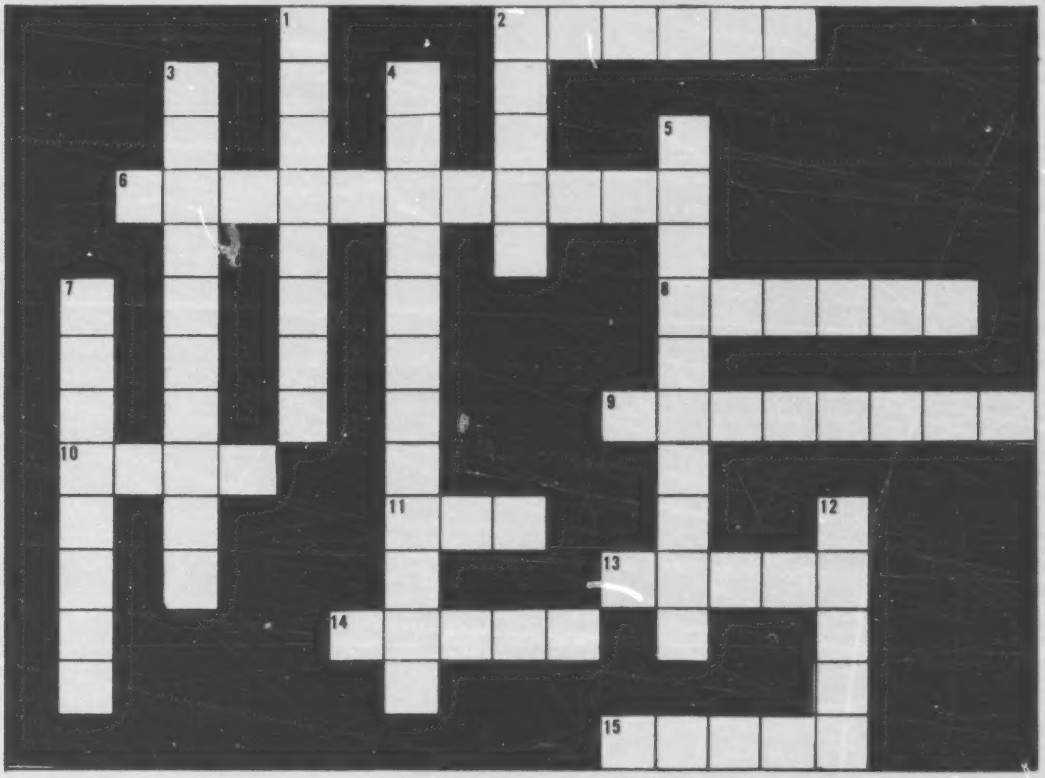


Using the numbers listed below, dial the correct word associated with baking on the picture of a telephone. Write the words in the blanks provided.

1. 7 8 6 2 4
   _ _ _ _ _
2. 7 6 8 6 3 4 6 4
   _ _ _ _ _ _ _ _
3. 7 4 3 8 4 6 4
   _ _ _ _ _ _ _
4. 9 2 7 4
   _ _ _ _
5. 8 8 2 4 6 4
   _ _ _ _ _ _
6. 7 7 6 6 3
   _ _ _ _ _
7. 6 3 7 4 6 4 8 3
   _ _ _ _ _ _ _ _
8. 4 2 3
   _ _ _
9. 3 6 5 3
   _ _ _ _
10. 2 2 5 4 6 4 7 6 3 2
    _ _ _ _ _ _ _ _ _ _
11. 5 6 3 2 3
    _ _ _ _ _
12. 3 8 7 8
    _ _ _ _

COOK'S HELPER

ASSIGNMENT SHEET 3--COOKING AND BAKING TERMS CROSSWORD PUZZLE



ACROSS:

2. To cook in a liquid just below the boiling point.
6. To cause to form crystals.
8. To cook in a small amount of fat.
9. To cook uncovered on a hot, ungreased surface, pouring off fat and liquids as they accumulate.
10. To cook in water or other liquid until the liquid bubbles continuously.
11. To cook a vegetable in a tightly covered skillet in a small amount of fat.
13. To fry, sauté, or toast on a solid heated surface.
14. To cook in a hot liquid, being careful to retain shape.
15. To brown quickly in a small amount of fat.

DOWN:

1. To combine or mix a solid with a liquid until a solution is formed.
2. To heat to a temperature just below the boiling point.
3. To heat sugar, or foods containing sugar, until brown.
4. To coat a metal spoon with a film of thickened sauce.
5. To cook in a pot containing enough fat to cover food.
7. To cook uncovered on a hot, ungreased surface.
12. To coat with a thin sugar syrup cooked to the crackling stage.

COOK'S HELPER

INFORMATION SHEET 3--COOKING UTENSILS

Utensils:

A. French knife--Used for chopping, slicing, dicing, and mincing

B. Paring knife--Used for trimming and peeling fruits and vegetables

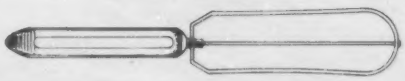
C. Boning Knife--Used to remove raw meat from the bone with little waste.

D. Butcher knife--Used to section raw meat and cut steaks.

E. Cleaver--Used to chop bones in raw meat.

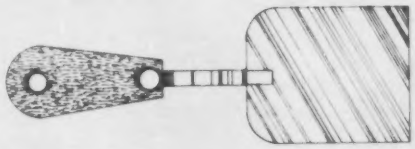
F. Slicer--Used to cut meat, cheese, breads, or other foods.

G. Vegetable peeler--Used to peel potatoes and other vegetables.



H. Food tongs--Used to pick up and serve foods without touching with hands.

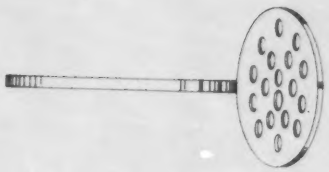
I. Turner--Used to turn hot cakes, hamburgers and other foods while grilling, broiling, or frying.



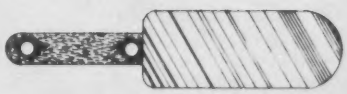
J. Kitchen fork--Used for turning roasts, or broiling steaks, and holding meat while slicing.

K. Ladle--Used to stir, dip, mix, and serve sauces, dressing, and other liquids in equal amounts.

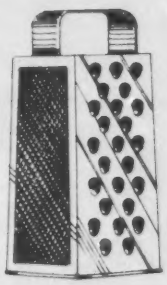
L. Skimmer--Used to serve whole or large, cut vegetables without including liquid.



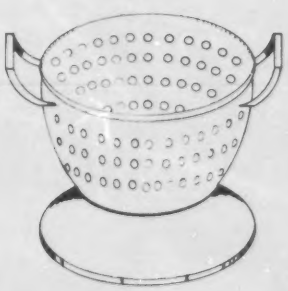
M. Spatula--Used for mixing, spreading, and scraping.



N. Grater--Used to cut food into small particles by rubbing across holes.

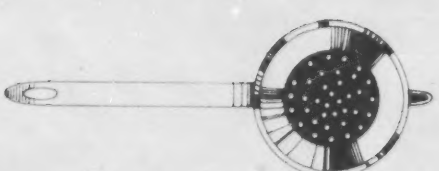


O. Colander--Used to drain off liquid when washing cooked spaghetti and other foods.

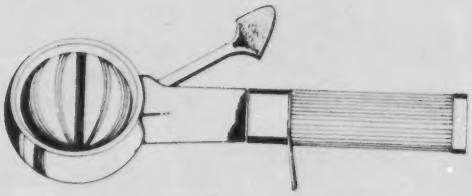


P. Whip--Used for whipping gravies, eggs, cream, sauces, and other foods.

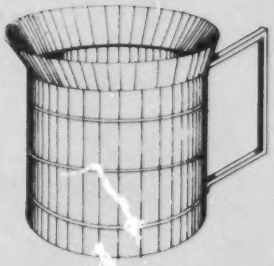
Q. Strainer--Used to drain liquids from all kinds of foods.



R. Scoop--Used to serve and portion foods such as ice cream and butter.

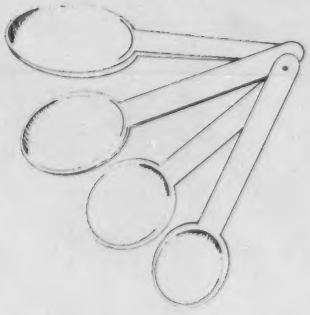


S. Measure--Used to measure liquids and dry ingredients.



T. Measuring cups--A set of different-sized cups used to measure liquids and dry ingredients.

U. Measuring spoons--A set of different sized spoons used to measure liquids and dry ingredients.



COOK'S HELPER

ASSIGNMENT SHEET 4--IDENTIFYING COOKING UTENSILS

A. Select five utensils and explain how they are used.

B. Make arrangements (with your work station and teacher) to give a demonstration, using five different utensils, in class.

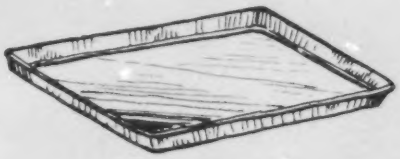
C. Define the following words:

1. paring knife
2. butcher knife
3. slicer
4. food tongs
5. ladle
6. skimmer
7. spatula
8. colander
9. strainer
10. scoop
11. measuring cup
12. kitchen fork
13. cleaver

COOK'S HELPER

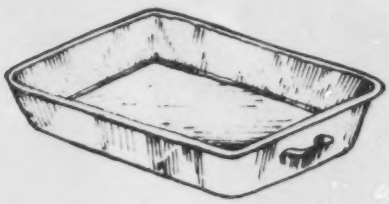
INFORMATION SHEET 4--BAKING UTENSILS AND EQUIPMENT

I. BAKING UTENSILS



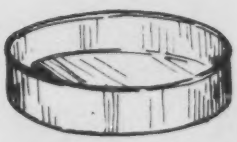
A. COOKIE SHEET--Used for baking sweet goods (cookies, sweet rolls, sheet cakes, and sheet pies).

B. TUBE PAN--Used for sponge cakes, angel food cakes, pound cakes.



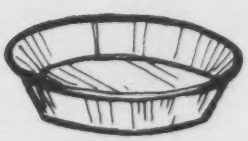
C. BAKING PAN--Used for baking cakes and cornbread.

D. CAKE PAN--Used for baking layer cakes.

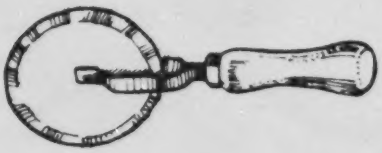


E. MUFFIN TINS--Used for baking muffins, cup cakes, and cornbread.

F. PIE PAN--Used for baking pies.



II. Hand tools used in baking

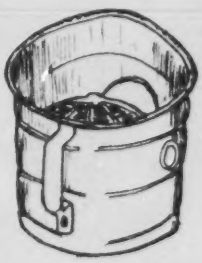


A. PASTRY WHEEL--Round stainless steel disc with cutting edge mounted on a handle, used for cutting all kinds of pastry.

B. PIE AND CAKE KNIFE--Offset knife with a wide, flat blade tapered to a point, shaped like a wedge of cake or pie and used to cut and serve pie and cake without breaking it.

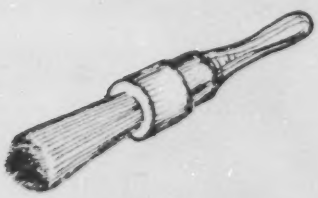
C. SCRAPER--A wide, rectangular metal blade, mounted with a wooden handle, used for scraping dough blocks or cutting doughs.

D. BENCH BRUSH--Long, thin brush with long bristles set in hard rubber, with a wooden handle. Used to brush flour from board when working with pastry doughs.



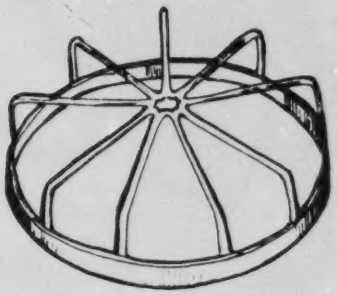
E. FLOUR SIFTER--A round metal container with a screen across the bottom. A paddle wheel in the center helps sift the flour through it.

F. PASTRY BAG--A cone-shaped bag that is used for decorating cakes.



G. PASTRY BRUSH--A utensil that looks like a paint brush; is used to brush on icing or egg wash when working with certain kinds of pastry.

H. PASTRY TUBES--Metal tips that are used in decorating cakes.



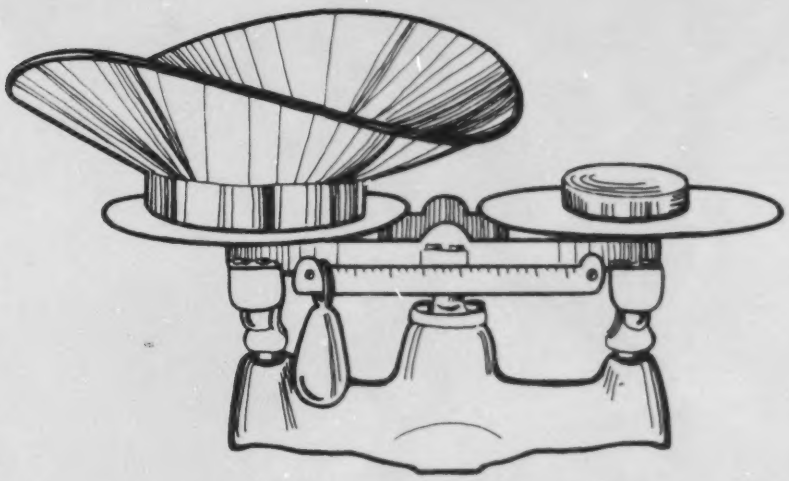
I. PIE AND CAKE MARKER--A round, heavy wire disc with guide bars; used to mark cakes and pies for cutting.

J. ROLLING PIN--A roller from 10½ to 25 inches long with handles on each end. It is used to roll out pie dough, sheet dough, biscuits, and cookies.

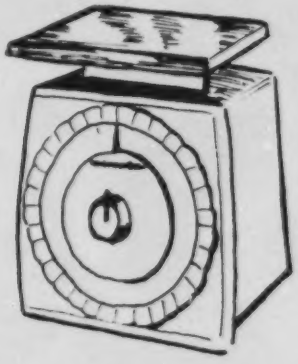
III. Large equipment

A. Scales

1. Baker's scale--Type of scale used in measuring ingredients.



2. Portion scale--Used in measuring food for servings of certain sizes.

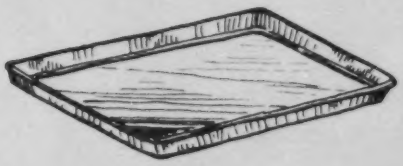


COOK'S HELPER

ASSIGNMENT SHEET 5--IDENTIFYING BAKING UTENSILS

Directions: Identify the following pictures showing utensils and equipment used in baking, and explain their uses.

A.



_____.

_____

_____

_____

_____

_____

B.

_____.

_____

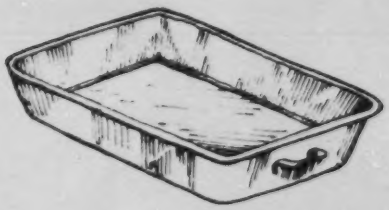
_____

_____

_____

_____

C.



_____.

_____

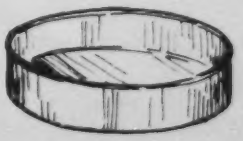
_____

_____

_____

_____

D.



_____.

_____

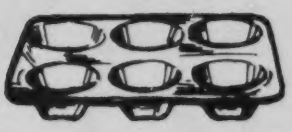
_____

_____

_____

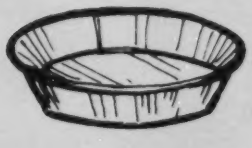
_____

E.



_____.

F.



_____.

G.

_____.

H.

_____.

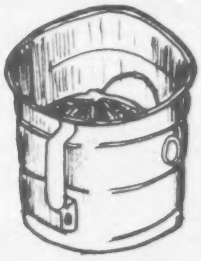
I.

_____.

J.

_____.

K.

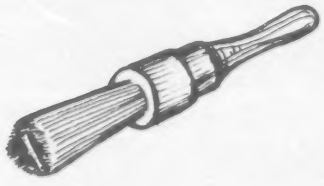


_____.

L.

_____.

M.

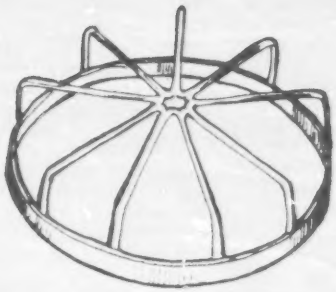


_____.

N.

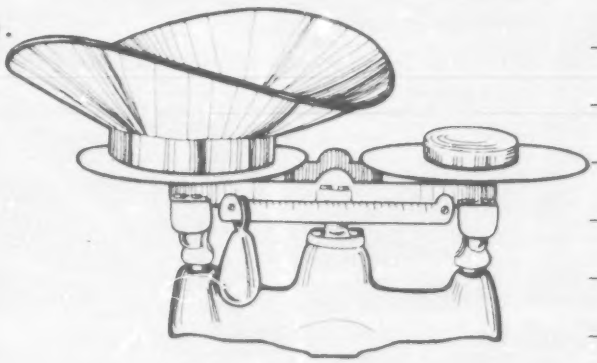
_____.

O.

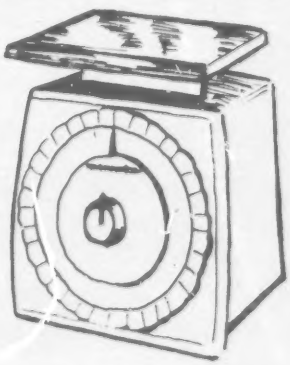


P.

Q.



R.



COOK'S HELPER

INFORMATION SHEET 5--READING MEASUREMENTS

Most recipes are given by weight, but some are given by measures. The most common measures used are: teaspoon, tablespoon, cup, pint, quart, and gallon. These terms are usually abbreviated in the recipe. The following tables will help you to become familiar with the terms, their abbreviations, and various measurements in relation to other measurements.

I. Methods of measuring

A. Abbreviations For Recipes

Tsp.or t	Teaspoon
Tbsp.or T	Tablespoon
Pt.	Pint
Qt.	Quart
Gal.	Gallon
Oz.	Ounce
Lb.	Pound
Bch.	Bunch

B. Equivalent Measurements

1 Pinch	1/8 Teaspoon (approx.)
3 Teaspoons	1 Tablespoon
16 Tablespoons	1 Cup
1 Cup	1/2 Pint
2 Cups	1 Pint
2 Pints	1 Quart
4 Quarts	1 Gallon
16 Ounces	1 Pound
1 Pound (water)	1 Fluid Pint
2 Pounds (water)	1 Fluid Quart
1 Dozen	12 Pieces

C. Scoop or dipper sizes and approximate weights

Scoop or dipper size	Approx. weights
8	5 ozs.
10	4 ozs.
12	3 ozs.
16	2 to 2 1/2 ozs.
20	1 2/3 ozs.
24	1 1/2 ozs.
30	1 1/4 ozs.
40	1 ozs.

D. Scoop or dipper sizes and approximate measures

Scoop or Dipper No.	Level measures
8	1/2 cup
10	2/5 cup
12	1/3 cup
16	1/4 cup
20	3 1/5 tablespoons
24	2 2/3 tablespoons
30	2 1/5 tablespoons
40	1 3/5 tablespoons

E. Common can sizes and approximate weights and measurements

Size	Approx. Contents	Approx. Measurements	Products
No. 10	6 1/2 to 7 lbs.	3 qts.	fruit-vegetables
No. 5	2 to 3 lbs	1 qt.	fruit juices, soups, minced clams
No. 2½	1 lb. to 12-14 ozs.	3 1/2 cups	fruit-vegetables
No. 2	1 lb. 4 oz.	2 1/2 cups	juices, soups, fruits
No. 303	1 lb.	1 pt.	fruits, soups, vegetables
No. 300	14-16 ozs.	1 3/4 cups	pork and beans, cranberry sauce, blueberries

F. Substituting one can size for another

1 No. 10 Can for 4 No. 2 1/2 Cans
1 No. 10 Can for 7 No. 303 Cans
1 No. 10 Can for 5 No. 2 Cans
1 No. 10 Can for 2 No. 5 Cans

II. Terms and definitions

The following terms and definitions will help the cook's helper to become familiar with the proper word meanings in dealing with food preparation.

A. Container--A box, can, jar, or anything used to hold items.

B. Cup--A unit of measurement for 1/2 pint or 16 tablespoons.

C. Dry--Not wet or sticky.

D. Level--To make flat.

E. Liquid--Anything that flows or pours and is wet.

F. Measurement--Finding the size or how much there is of something.

G. Ounce--A unit of measurement that is equal to 1/16th of a pound.

H. Pint--A unit of measurement that is equal to 2 cups.

I. Pound--A unit of measurement that is equal to 16 ounces.

J. Preparation--The steps involved in making something.

K. Quart--A unit of measurement that is equal to 2 pints.

L. Ring--A round utensil or tool.

M. Scale--A piece of equipment used to measure weight.

N. Scoop--A small utensil used for dipping soft foods.

O. Tablespoon--A unit of measurement that is equal to 3 teaspoons.

P. Teaspoon--A unit of measurement that is equal to 1/3 of a tablespoon.

Q. Weights--Measures of different sizes used on a scale when weighing foods.

R. Weight indicator--The part of the baker's scale that shows the weight of the item being measured.

S. Weighing platforms--The parts of the baker's scale that holds the weights on one side, while the other holds the food item being weighed.

COOK'S HELPER

ASSIGNMENT SHEET 6--READING MEASUREMENTS

A. Select the correct measurement abbreviation by writing the correct letter in each of the blanks provided below.

_____ 1. 1 lb. to 12-14 oz. can	A. Tsp.
_____ 2. Quart	B. Gal.
_____ 3. 1 2/3 oz.	C. Qt.
_____ 4. 1 quart	D. Bch.
_____ 5. Teaspoon	E. 2 Pints
_____ 6. 1 lb. can	F. 1 Pinch
_____ 7. Bunch	G. Dipper Size 20
_____ 8. 1 3/5 teaspoons	H. Dipper Size 40
_____ 9. 1/8 teaspoon	I. No. 303 Can
_____10. Gallon	J. No. 2 1/2 Can

B. List the equivalent measurements (EXAMPLE: 1 cup-1/2 pint)

1. 1 pinch
2. 1 quart
3. 2 pounds (liquid)
4. 16 ounces
5. 4 quarts
6. 1 pint
7. 16 tablespoons
8. 1 tablespoon
9. 1 fluid pint
10. 12 pieces

COOK'S HELPER

INFORMATION SHEET 6--READING LABELS

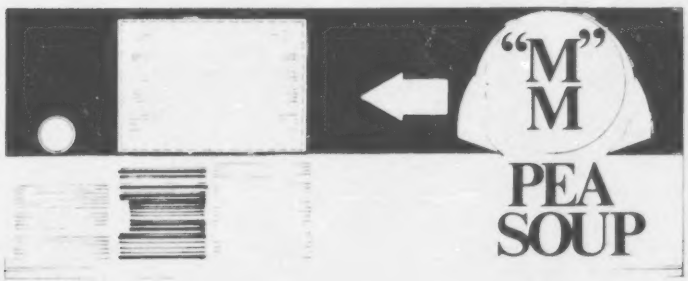
I. Purpose of labels

A. For identification
B. To show contents
C. To list pricing
D. Required by federal law

II. Information found on labels

A. Brand name
B. Product name
C. Product ingredients
D. Weight
E. Lot number
F. Expiration date
G. Manufacturer's name and address
H. Grade identification
I. Nutritutional value

(NOTE: These usually are given if specific claims are made.)



III. Government agencies that regulate labeling

A. The Food and Drug Administration (FDA)

B. The United States Department of Agriculture (USDA)

IV. Types of grades on labels

1. A - Superior quality
2. B - Above average quality
3. C - Minimum standard
4. Substandard - Inferior quality

COOK'S HELPER

ASSIGNMENT SHEET 7--EXPLAIN LABEL READING

A. List the different ways labels are used.

1.
2.
3.
4.

B. Bring to class examples of labels and explain what information is displayed.

C. List the kinds of information found on labels.

1.
2.
3.
4.
5.
6.
7.
8.
9.

D. List the agencies that regulate labeling and give their grades.

1. Agencies

a.

b.

2. Grades

a.

b.

c.

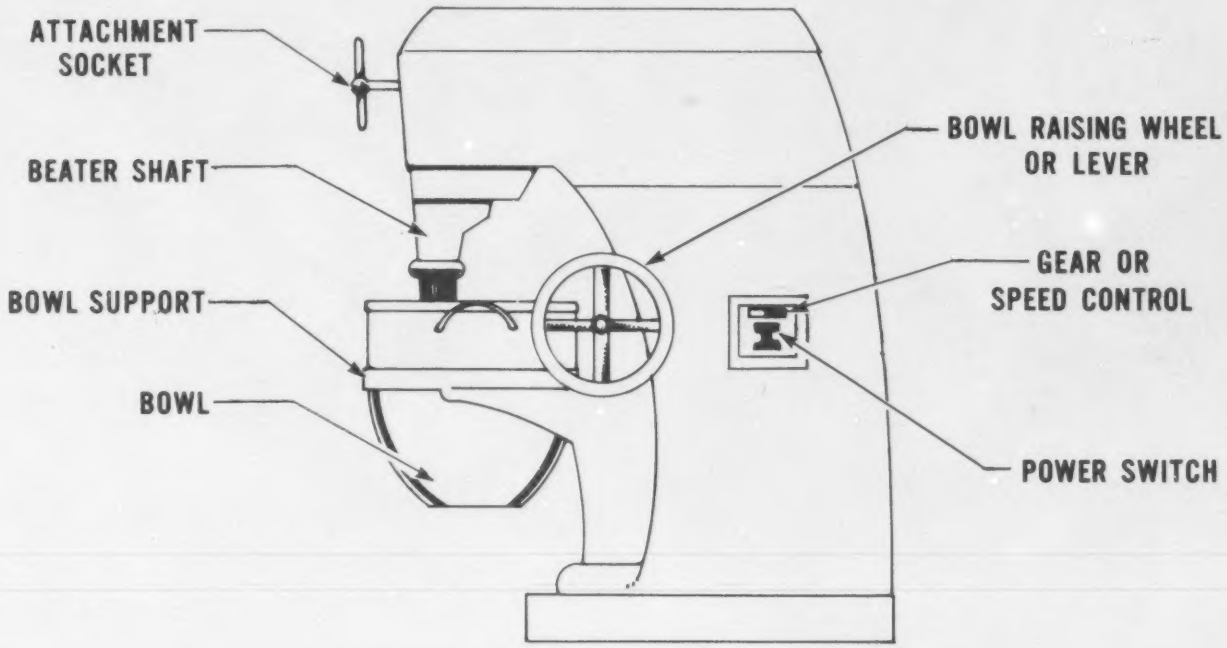
d.

COOK'S HELPER

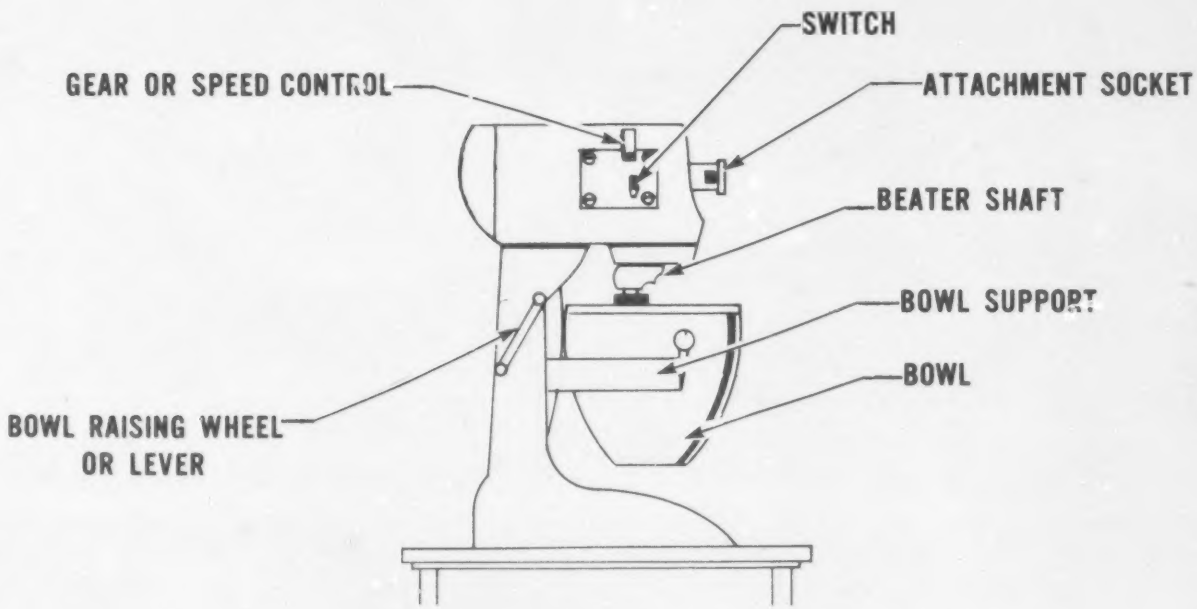
INFORMATION SHEET 7--TYPES OF COMMERCIAL MIXERS

I. Types of Mixers

A. Floor--30- to 60-quart capacity



B. Bench--12- to 20-quart capacity



II. Attachments

A. Flat Beater

Used for:

1. General mixing
   (CAUTION: Never use for heavy doughs)
2. Mashing Vegetables
3. Blending mixtures, such as pastries
4. Mixing main dishes, such as meat loaf, hamburger, or fish cakes.

B. Pastry Knife

Used for:

1. Mixing shortening and flour.
2. Mixing all sweet doughs.

C. Wire Whip

Used to:

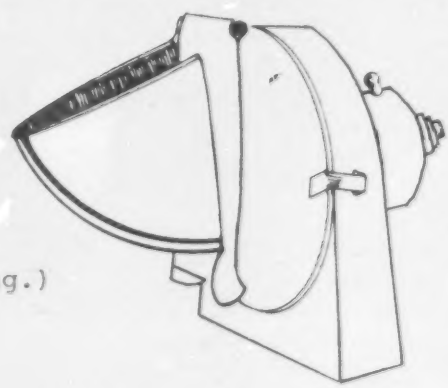
1. Whip air into light mixtures
2. Whip cream
3. Beat egg whites
4. Mix water into dry milk

D. Dough Arm

Used for:

1. Mixing heavy doughs
2. Mixing bread dough
3. Mixing noodles

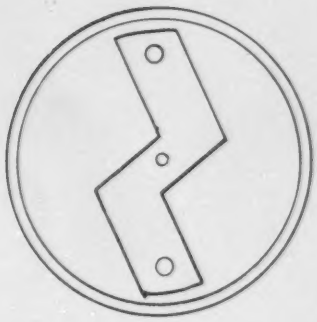
E. Vegetable Slicer

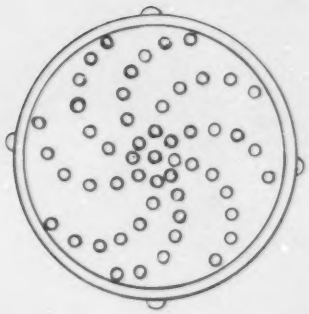


1. Used to slice vegetables
2. Hopper holds vegetables while pushed through the slicer.
   (CAUTION: Do not put fingers into hopper when slicer is moving.)

F. Slicer Plate

1. Used in the vegetable slicer.
2. Used to slice vegetables and firm fruits.





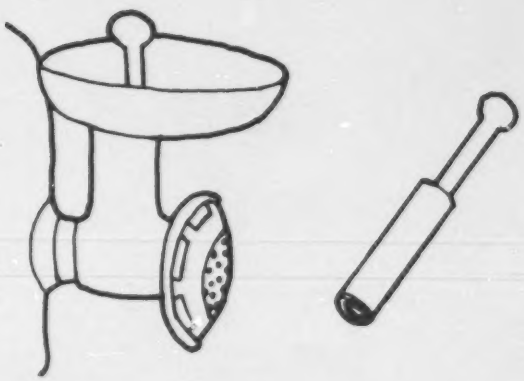
G. Shredder Plate

1. Used in vegetable slicer
2. Used to shred vegetables

H. Meat and Food Chopper with Pusher

Used for:

1. Chopping and grinding raw and cooked meats and vegetables.
2. Grating hard cheese



III. Safety and Maintenance

A. Know how to disconnect the mixer from the power source.

B. Motor should be turned off before changing speeds.

(NOTE: Always put clutch lever in the NEUTRAL position before changing speeds on gear driven machines.)

C. Select the correct type and size of bowl for the food to be mixed.

(NOTE: Do not use a bowl too heavy for you to handle yourself.)

D. Be sure to fasten the bowl and beater securely before starting the motor.

E. Always use correct speed for food being mixed.

(NOTE: Read instruction for operation of the mixer you will be using.)

1. Low speed--Used for heavy mixtures, such as doughs and thick batters.

2. Medium speed--Used for cake batter and to mash potatoes.

3. High speed--Used for whipping cream, whipping potatoes after mashing, beating eggs, and mixing thin batters.

F. Prevent spillage by starting the machine at slow speed.

G. Do not put hands or spoons into bowl while mixer is in operation.

H. Be careful not to drop small utensils into bowl.

I. Do not wear loose clothing that could get caught in moving parts of the mixer.

J. Do not attempt to scrape down sides of beater until mixer has stopped completely.

(NOTE: Use only rubber spatula or long-handled spoon.)

K. Remove beaters and attachments only after motor has stopped.

L. Allow motor to cool from time-to-time if mixer is used continuously.

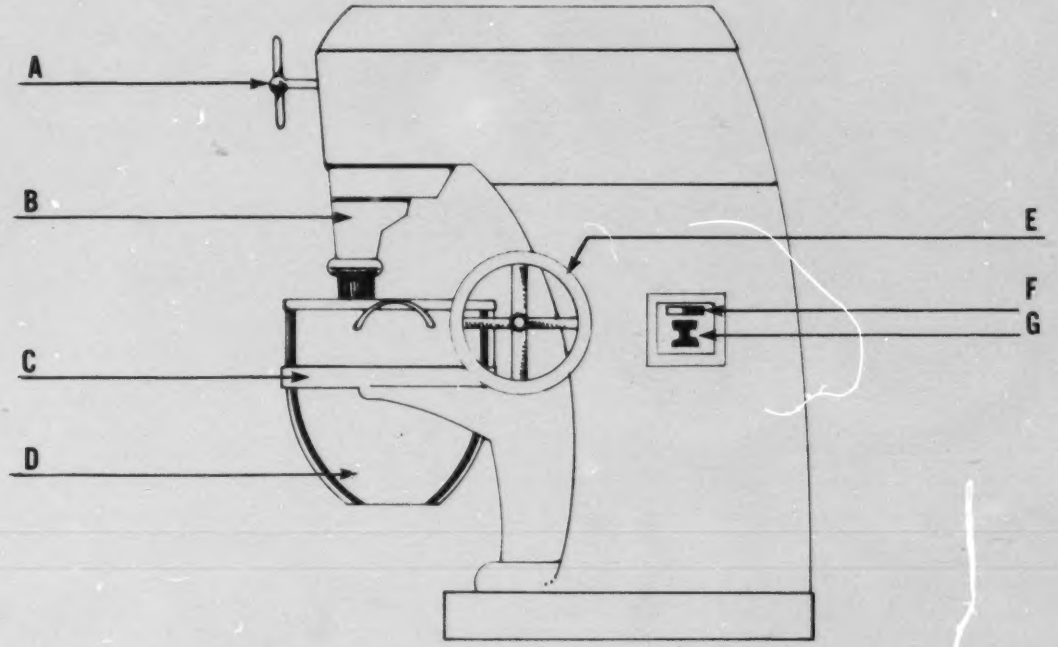
M. Should an overload occur, stop the mixer and correct the situation before continuing.

COOK'S HELPER

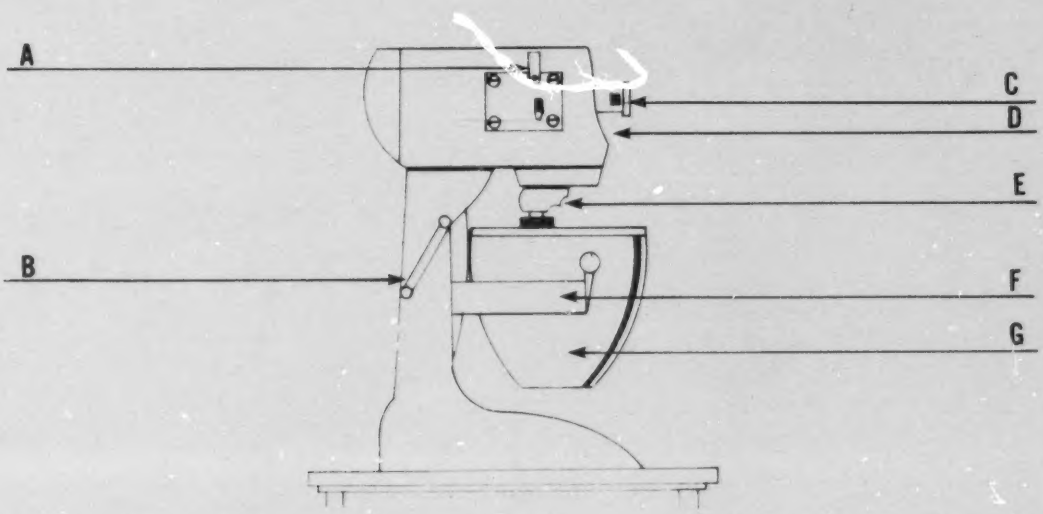
ASSIGNMENT SHEET 8--IDENTIFY COMMERCIAL MIXERS AND ATTACHMENTS

A. Identify the parts of the floor and banch mixers pictured below. Write the correct name in each blank.

1. Floor mixer



2. Bench mixer



B. Explain the uses of four mixer utensils and draw a picture of each.

1.

2.

3.

4.

C. Choose the correct safety rule by writing TRUE or FALSE in the blank at the left.

_____ 1. Always put the clutch lever in the NEUTRAL position before changing speeds on gear-driven machines.

_____ 2. Select the correct type and size of bowl for the food to be mixed.

_____ 3. The motor can be left running at a SLOW speed while changing speeds.

_____ 4. To prevent spillage, start the machine at SLOW speeds.

_____ 5. Any type of utensil may be used for scraping the sides of the bowl or beaters to remove the batter.

_____ 6. HIGH speed can be used for mashing potatoes.

_____ 7. Remove beaters and attachments only after the motor has been stopped.

_____ 8. If a small utensil is dropped into the mixing bowl while you are mixing, it is safe to continue.

_____ 9. Do not wear loose clothing that could get caught in the moving parts.

_____10. Should an overload occur, STOP the mixer and correct the situation before continuing.

D. Complete the following sentence by filling in the blank with the correct word that best completes the sentence.

1. The motor speed should be _____ before changing speeds.

2. The three settings for the commercial mixer are _____, _____, and _____.

3. For the proper food mix, select the correct _____ and _____ of bowl to be used.

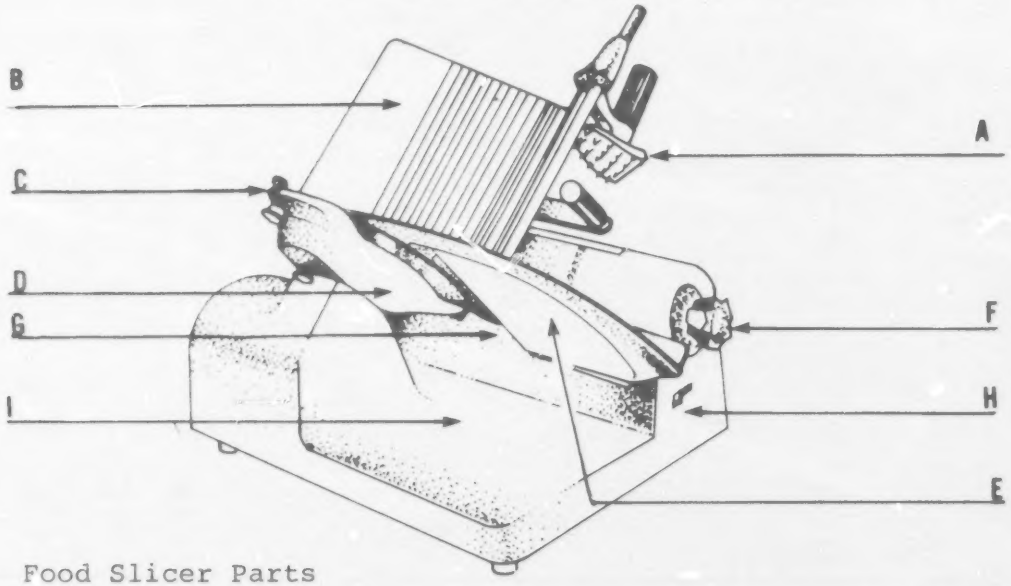
4. Do not put _____ or _____ into the bowl while the mixer is in operation.

5. Be sure to fasten the bowl and beaters _____ before starting the motor.

6. Do not wear _____ clothing that could get caught in moving parts of the mixer.

COOK'S HELPER

INFORMATION SHEET 8--OPERATION OF THE
FOOD SLICER AND SAFETY METHODS



I. Food Slicer Parts

A. Food holder
B. Food carriage
C. Blade guard
D. Blade or slicer knife
E. Gauge plate
F. Blade control indicator
G. Scrap tray
H. OFF and ON control switch
I. Receiving tray

II. Types of foods sliced on the Food Slicer

A. Meats
B. Fruits and vegetables
C. Cheese
D. Bread
E. Hot or cold foods

III. Safety and Maintenance

A. Always use manufacturer's manual for complete instructions.
B. Keep the blades sharp for best slicing results.
C. The blade guard should be used at all times.
D. Keep your hands away from the blade when the machine is in operation.
E. Keep the machine unplugged when not in use.
F. Adjust the machine with dry hands.
G. Be sure the cord is dry and grease-free.

IV. Daily Care and Cleaning Procedures

A. When cleaning the machine, the switch is at the OFF position and the plug is pulled out.

B. Set the blade control indicator at zero (0).

C. When cleaning a slicer, do not allow water to come into contact with motor.

D. Wipe the gauge plate with a hot detergent solution, rinse, and dry.

(CAUTION: Be careful when cleaning the blades.)

E. Wash the blade guard in a hot detergent solution, rinse, and dry.

F. Wash the other parts in a hot detergent solution, and dry.

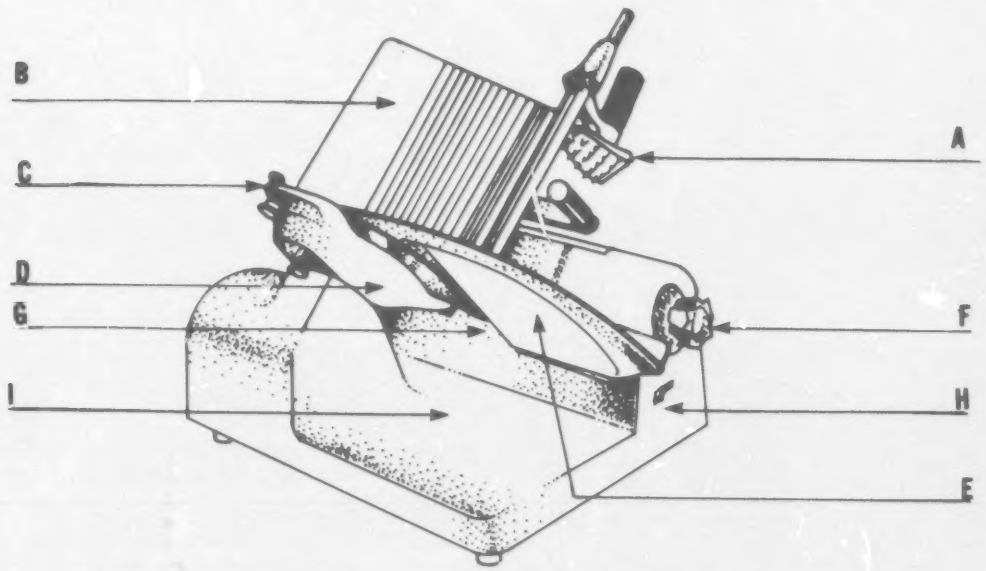
G. Replace parts.

H. Cover with plastic or a clean towel.

COOK'S HELPER

ASSIGNMENT SHEET 9--OPERATION OF THE FOOD SLICER AND SAFETY METHODS

A. Identify the different parts of the food slicer on the drawing below.



B. Select the correct answer by writing TRUE or FALSE in the blanks.

_____ 1. When cleaning the slicer, do not a-low water to come into contact with the motor.

_____ 2. The blade quard should be used at all times.

_____ 3. Always consult the manufacturer's instruction guide for complete instructions.

_____ 4. Keep the machine unplugged when not in use.

_____ 5. The slicer may not be used to slice hot or cold foods.

_____ 6. The slicer may be used to slice fruits, vegetables, and meats.

_____ 7. Sharp blades are not important

_____ 8. Hot water may be used to clean the slicer.

_____ 9. It doesn't matter if the cord has water or grease on or about it.

C. Select the best answer by choosing the correct letter from the statement below.

_____ 1. Always use the manufacturer's manual for

(a) complete instructions

(b) reading pleasure

(c) confusion

(d) something to do

_____ 2. The blade guard should be used

(a) for shaving

(b) at all times

(c) for insurance

(d) safety

_____ 3. The commercial slicer may be used for

(a) slicing meats

(b) fruits

(c) vegetables

(d) all of the above

_____ 4. To clean the slicer, set the blade indicator at

(a) zero

(b) the OFF position

(c) the receiver tray

(d) none of the above

_____ 5. To wash the blade guard, immerse it in

(a) a powerful cleaning solution

(b) cold water

(c) hot detergent

(d) strong coffee

_____ 6. When cleaning a slicer, do not allow water to come into contact with

(a) your hands

(b) the motor

(c) soapy water

(d) sand

_____ 7. When the cleaning of the slicer is completed, cover it with

(a) plastic or a clean towel

(b) dirt

(c) grease

(d) water

_____ 8. Keep your _____ away from the blade guard when the machine is in operation

(a) plate

(b) bread

(c) hands

(d) napkin

COOK'S HELPER

INFORMATION SHEET 9--TYPES OF OVENS AND SAFETY METHODS

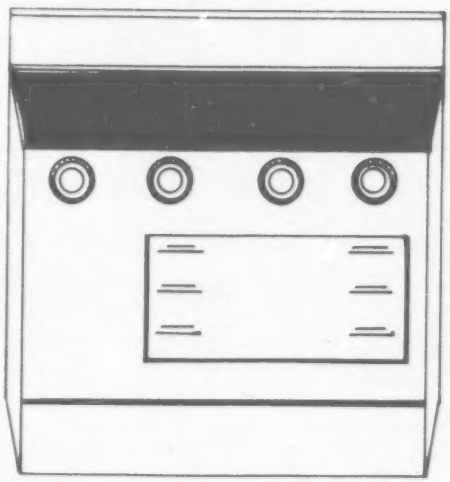
I. Electric Oven Operation

A. Turn knob to right temperature.

B. Turn switch to ON position.

C. Allow the oven to preheat before placing food in the oven.

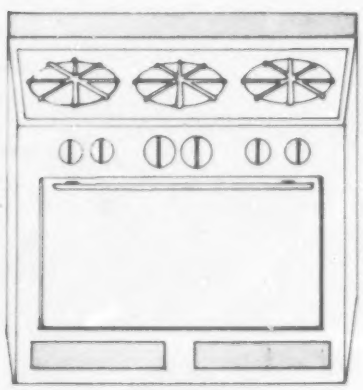
(NOTE: Oven will not preheat any faster when it is set at a higher temperature.)



D. For the proper circulation of heat, place the cooking pans two inches from sides of oven.

E. To prevent heat escape, close vent control completely.

F. For a better product, avoid opening and closing door during baking.



II. Gas Oven Operation

A. Turn on main burner valve.

B. Adjust thermostat to temperature given on recipe.

III. Cleaning Ovens

A. Turn all ovens OFF before cleaning.

B. Clean outside of oven with warm water and detergent.

C. Clean inside with damp cloth.

(CAUTION: Electric and gas ovens must be turned OFF when cleaning.)

D. Clean crumbs from return passage.

IV. Safety

A. If the pilot is out on a gas-operated oven, DO NOT close the oven door. To re-light the pilot, light a match, then turn on the gas.

B. DO NOT rest heavy pans on the door.

(NOTE: This may cause the hinges to spring and prevent the door from closing tightly.

V. Microwave Oven Operation

A. Turn power switch to the ON position to heat the unit.

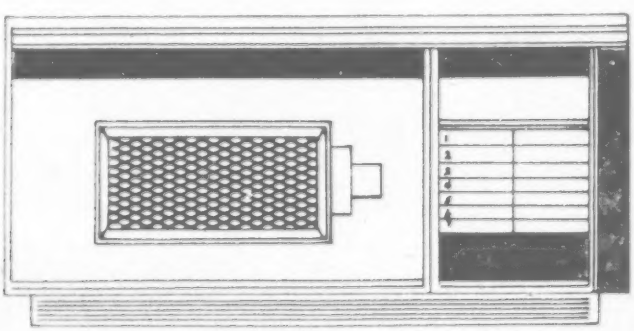
B. Generally, the oven turns off automatically when the time set is completed.

C. Types of food containers to be used in the microwave oven are glass, paper, or ceramic.

(NOTE: Check owner's manual or see your supervisor before using any type of container in the unit.)

D. Avoid the use of plastic containers. Some plastics give off bad odors that would affect the taste of the food being prepared.

E. Microwave ovens may be used for reheating and defrosting foods.



VI. Cleaning

A. Be sure the oven is turned OFF.

B. Wipe all metal parts with a clean cloth and a water-detergent solution.

C. Dry with a clean and soft cloth.

VII. Safety

A. Foods such as potatoes, apples, and weiners must be punctured with a fork to prevent them from exploding.

B. A sign must be posted to tell when a microwave oven is in use.

C. DO NOT use plastic or styrofoam containers in unit.

D. DO NOT use metal containers or foil. Metal containers may damage the un t.

COOK'S HELPER

ASSIGNMENT SHEET 10--TYPES OF OVENS AND SAFETY METHODS

A. List the steps for the operation of a gas oven.

B. List the steps for the operation of an electric oven.

C. Make a general list for cleaning all types of ovens.

D. Make a list of the cleaning procedures for ovens used at your work station.

E. List the steps for the safe use of a microwave oven.

F. List the steps for cleaning a microwave oven.

G. Make a list of the ovens used at your work station.

COOK'S HELPER

INFORMATION SHEET 10--COOKING METHODS

I. Broiling

Broiling is a popular method of dry heat cooking which is done by direct heat over coals, such as charcoal or briquettes, or under a gas flame or electrical unit.

A. Operation of a gas or electric broiler

1. Preheat 15 minutes before cooking time.

2. Marinate, dip, or brush meat with oil/or seasoning before placing the food on the grill of the broiler.

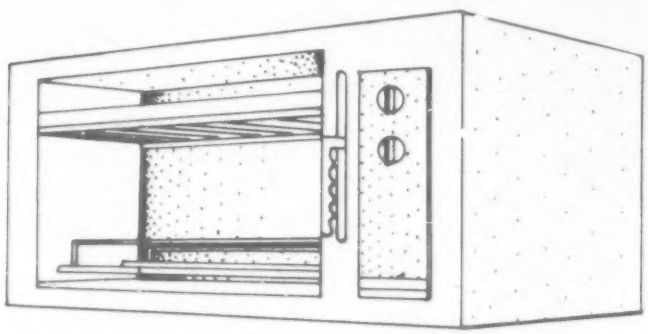
3. Check for dryness by light pressure with the finger.

(NOTE: Moisture should appear on the meat as pressure is applied.)

4. Pull the grill out and place the meat on the grill.

(NOTE: The heat is above the grill on most broilers except charcoal type.

5. The meat must be turned during the cooking process so both sides are cooked.



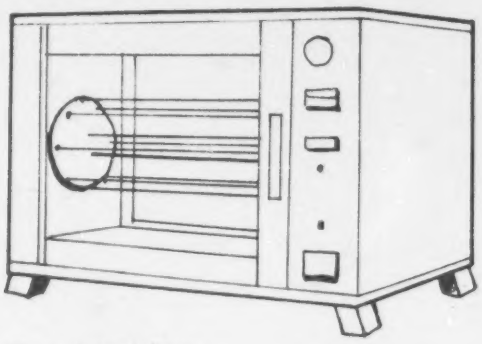
6. Do not overcook meats on a broiler because they will become dry and lose their natural flavor, juices, and nutritional values.

7. If the broiler is gas-fired, the ceramic brick-type elements should be preheated until they are hot.

8. Oil on the meat prevents sticking, dryness, and cracking while also giving the surface a good color.

9. Leave the broiler on low heat when cooking is completed so it will be ready to use if needed again.

10. Rotisserie broilers are used by some restaurants where barbecued foods are served.



B. Maintenance of a broiler

1. Let broiler grill cool before cleaning.

2. Remove grill and use a wire brush on both sides of the grill.

3. Wipe with an oiled cloth to prevent sticking.

4. Clean the other parts of the broiler with a hot detergent solution using a clean cloth.

5. Rinse with warm water and a clean cloth.

6. Dry with a clean cloth.

7. Clean grease traps and trays.

8. Ashes must be removed on charcoal broilers.

C. Accessory tools and equipment for the broiler

1. A large turning fork is used for turning meats.

(NOTE: Care must be taken to insert the fork only slightly at the edge of the meat. This prevents the bleeding of the natural juices.

2. The spatula is used for soft meats or other soft foods.

II. Cooking on the grill

Grilling is a way of cooking on a solid surface where the meat, eggs, fish, vegetables, breads, or pancakes are cooked but not exposed to an open heat.

A. Operation of the grill

1. Season the grill before using.

2. Temperatures should be between 350°-400°.

3. Cook the food as ordered by the customer.

B. Maintenance of the grill

1. Season the grill

a. Preheat to 300°.

b. Use a clean, dry cloth to spread a light coat of unsalted coating oil over the grill.

c. Let the oil stand for approximately 12 minutes.

d. Wipe the grill clean.

e. Repeat the process until the surface of the grill is slick.

f. Wipe off the excess cooking oil.

g. If dull spots occur after cooking, wipe the surface with an oiled cloth until the grill shine returns.

2. Cleaning the grill

a. Allow the grill to cool.

b. Scrape the surface with a stiff metal scraper or spatula.

c. Clean the grill with a grill or pumice stone.

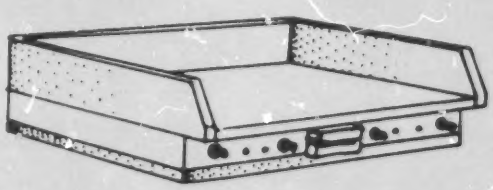
d. Wash the grill with a damp cloth and dry it with paper towels, cloth, or burlap.

e. Remove the grease tray and empty the grease.

(CAUTION: Never allow the tray to become over half-full. It is a fire hazard.)

f. Wash in a hot detergent solution and dry with clean cloth.

g. Wipe off controls, stainless steel and chrome surfaces with a damp cloth and mild detergent solution or a vinegar and water solution.



III. Cooking with the deep fat fryer

Deep fat frying is a method of cooking foods by putting them in a very hot fat. Foods fried using this method are referred to as French Fried on the menu.

A. Operation of the deep fat fryer

1. Turn the fryer on and set the temperature control at 350°.

   (NOTE: This is the temperature where the fat should be held.)

2. Select the proper temperature for foods to be fried.

   (NOTE: Generally, all foods are fried from 350° to 400°.)

3. Drain off excess moisture from foods that have been soaking in water before frying.

   (CAUTION: Hot grease and water are explosive!)

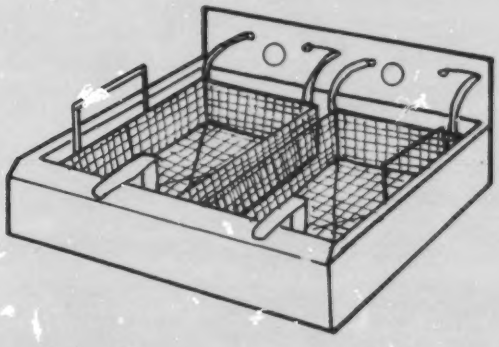
4. Remove excess breading from food before placing in fryer.

   (NOTE: This can be done by simply shaking. This prevents the loose crumbs from falling into the fat.)

5. Lower the baskets into the grease and cook until the basket automatically lifts or the bell rings to signal the end of the frying cycle.

6. Drain and remove the food items to an open holding container or to a serving dish.

   (NOTE: A closed holding container will make some foods soggy and greasy.)



B. Selection of fats and oils

1. Type of frying mediums (fats or oils)

   a. Lard

   b. Rendered beef fats

   c. Vegetable shortenings

   d. Vegetable oils

2. Good qualities of frying mediums

   a. They do not smoke under low temperatures.

   b. They do not pass on the flavors of different foods.

      (NOTE: Peanut oil or corn oil is an excellent medium.)

3. Care of frying mediums (fats or oils)

   a. Place oil in a clean frying unit.

      (NOTE: Most deep fat frying units will hold from 20 to 50 pounds of shortening.)

   b. Heat the oil slowly.

      (NOTE: Oil will expand as it is heated.)

   c. The level must be kept between the "refill" and "full" marks.

   d. Remove the pieces of batter or breading material that have come loose in the fryer by a slot spoon.

      (NOTE: If left in the oil, these food bits will cause the fat to discolor and take an unpleasant flavor.)

   e. Drain and filter the oil daily.

      (NOTE: This prolongs the life of the oil.)

   f. Dark and strong-smelling oils <u>will not</u> hold a constant frying temperature.

   g. Add new oil as needed to maintain the correct level in the fryer.

      (CAUTION: If the oil gets below the heating elements, a potential fire hazard is created.)

C. Conditions that affect fat absorption of foods

1. The quality and condition of the fat or oil.

2. The fat or oil temperature.

(NOTE: Too low temperature causes excessive absorption.)

3. Cooking time.

(NOTE: Cooking foods too long causes excessive absorption.)

4. Food composition.

5. Exposed surface area of the food in the cooking fat.

D. Cooking advantages from deep fat frying

1. It adds color and variety to the menu.

2. It is popular with the customer.

3. The process is suitable to low-cost food items.

4. The actual cooking time is short.

E. Maintenance of the deep fat fryer

1. The area around the fryer must be kept clean and free of grease.

(NOTE: This may be done by keeping the controls, stainless steel, and chrome surfaces wiped clean with a mild detergent solution or a vinegar and water solution.)

2. To clean the fryer, you should:

a. Turn the unit OFF.

b. Filter the warm fat.

c. Scrub the heating elements with a soft brush.

d. Fill the unit with water and detergent and bring the solution to a boiling point.

(NOTE: The solution should boil for 15-20 minutes.)

e. Drain and rinse with clear water. Repeat the rinse process twice.

f. Dry the inside of the fryer and baskets well and refill it with clean filtered oil.

COOK'S HELPER

ASSIGNMENT SHEET 11--COOKING METHODS

A. List the steps for operating a broiler.

B. Select the best answer by choosing the correct letter from the multiple choices below.

_____ 1. When operating a grill you should

a. ask for help

b. bring the temperature between 350°-400°

c. just start cooking

d. check the menu

_____ 2. In cleaning the grill

a. allow it to cool

b. clean it with a pumice stone

c. wash it with a damp cloth, then dry

d. all of the above

_____ 3. To season the grill means

a. letting the grill age

b. adding spices to the grill

c. preparing the grill for operation

d. giving the grill a holiday

_____ 4. To clean the grill

a. remove the tray and empty the grease

b. wash and dry the grill

c. throw hot water on the grill

d. both a and b

e. both b and c

_____ 5. Avoid using cleaning materials that

a. you don't like

b. don't smell good

c. may scratch or mar the surface of the grill

d. none of the above.

C. Answer the following TRUE or FALSE.

_____ 1. The area surrounding the fryer must be kept clean.

_____ 2. To clean the fryer, you must turn it off.

_____ 3. To scrub the unit, any type of brush can be used.

_____ 4. In boiling the water and detergent solution, it should be boiled for one (1) hour.

_____ 5. After the fryer is cleaned out, fill it with clean, filtered oil.

COOK'S HELPER

INFORMATION SHEET 11--METHODS OF COOKING MEATS

I. Dry Heat Methods

A. Roasting

1. Season--The meat item can be seasoned the day before to give the seasoning a chance to penetrate the meat.

2. Place the meat in a pan with the fat side up.

(NOTE: This allows the fat to baste the meat while cooking.)

3. Preheat oven to 375°. Allow meat to brown.

(NOTE: This gives a better flavor to the meat. DO NOT sear the meat.)

4. Garnish--Onions, celery, and carrots may be added for flavor after browning.

5. Add water--A small amount of water will help keep the drippings from evaporating.

6. DO NOT cover the roast.

7. Reduce temperatures to 325°-350°.

(NOTE: Lower temperatures reduce shrinkage.)

8. Turn the roast if desired.

a. Rib roasts are turned only once.

b. Boneless roasts are turned often to prevent dryness.

c. Baste the roast when it is turned.

9. Roasting time depends on:

a. The kind of meat

b. Oven temperature

c. The degree of doneness desired (well, medium, rare)

d. The quality of meat (prime, choice, good)

B. Broiling

1. Turn the heat or flame to the highest point.

   (NOTE: Adjusting the distance of the meat from the the flame will control the cooking rate.)

2. Marinating the meat will eliminate sticking and will improve the appearance.

   (NOTE: DO NOT salt the steaks until after you finish broiling them; salt will draw the juices away from the meat.)

3. Broil the side closest to the flame until brown.

   (NOTE: The steak should be half-done.)

4. Turn the meat once.

5. Serve on hot plates or platters.

C. Pan broiling

1. Season the meat on both sides.

2. Place the meat in a frying pan.

   (NOTE: Add no fat to the pan.)

3. DO NOT cover.

   (NOTE: Covering will cause steam to develop.)

4. Brown both sides.

5. Cook at a moderate temperature (325° to 350°)

   (NOTE: This will prevent the meat from browning too much.)

6. Remove any fat that appears.

7. DO NOT add liquid.

8. Cooking time depends on:
   a. the cut of meat
   b. the kind of meat
   c. the quality of meat
   d. the thickness of meat
   e. how the meat is to be cooked

      EXAMPLE: Rare, medium, and well-done.

II. Moist heat methods

A. Braising

1. Place the meat in the braising pot.
2. Season the meat
3. Brown the meat completely in a small amount of fat.

(NOTE: The meat will develop a richer color and a better flavor.)

4. Add a small amount of liquid.
5. Cover during the cooking.
6. Cook at a low temperature (250°).
7. Cook until tender.

B. Cooking in a liquid

1. Cover the meat with a liquid.
2. Season the meat.
3. DO NOT cover with a lid.
4. Add garnish.
5. Simmer the meat at 200°.
6. Cooking time depends on the degree of doneness or tenderness desired.

C. Stewing

1. Cut the meat into cubes about 1" square.
2. Season the meat.
3. Brown the meat.
4. Cover the meat with a liquid.
5. Cover the stew pot with a lid.
6. Cook at a low temperature (250°).
7. Add vegetables when the meat is 3/4 done.

(NOTE: When the vegetables are precooked and added at the last minute, the stew has a better appearance.)

8. Cooking time will be determined by the tenderness of the meat.

III. Frying

A. Sautéing

1. Season the meat.

(NOTE: This should be done before cooking to enrich the flavor.)

2. Dip the meat in flour.

3. DO NOT cover the pan.

4. Brown the meat on both sides.

(NOTE: Use a small amount of fat.)

5. Cook at a moderate temperature (325° to 350°).

B. Deep fat frying

1. Preparation for deep fat frying

a. Turn on the fryer and set the temperature at 350°.

b. Bread the meat.

c. Shake off the loose breaded materials.

d. Fry until golden brown.

e. Drain off any excess grease.

2. Breading the food for deep frying

a. Take one piece of the food to be deep fried.

(NOTE: This may include meat, chicken, fish, fruits, vegetables or bread.)

b. Place in the pan of flour, coating all sides with flour, lift from the pan, and shake off the excess.

c. Place the food item into an egg wash and turn over several times to make sure there are no dry parts.

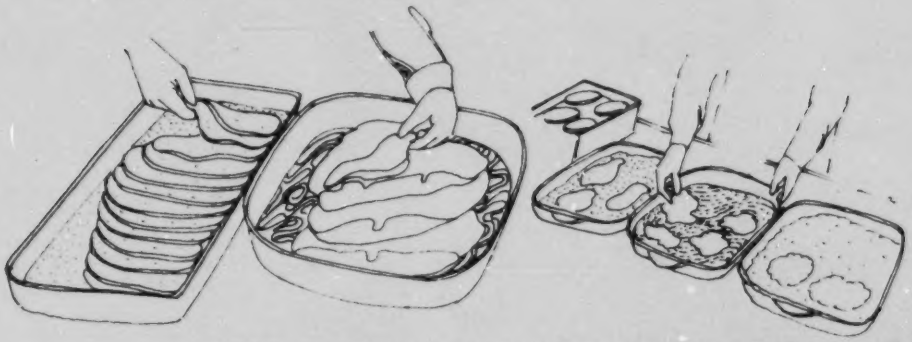
d. Coat the item with crumbs and place in the pan ready for frying.

(NOTE: Types of materials used on breading include bread crumbs, corn flakes, corn-meal, flour, and crackers.)

3. Purpose of breading

   1. It improves eye appeal.

   2. It adds to the taste.



(NOTE: Foods should not be breaded too far in advance of the cooking time. Moist items such as fish will become watery if they are breaded too early. Dry foods will become dryer if they are breaded too far in advance.)

COOK'S HELPER

ASSIGNMENT SHEET 12--METHODS OF COOKING MEATS

A. Identify the heating method used in each cooking process below by placing the correct letter in the blanks on the left from the list on the right.

_____1. roasting	A.	Dry heat
_____2. braising	B.	Moist heat
_____3. pan broiling	C.	Frying
_____4. sautéing		
_____5. grilling		
_____6. cooking in a liquid		
_____7. steamed		
_____8. broiling		

B. List the steps for roasting meat.

1.

2.

3.

4.

5.

6.

7.

8.

C. List the types of materials used for breading.

1.

2.

3.

4.

5.

D. Select the correct answer by choosing the correct letter from the questions below.

_____ 1. A factor of fat absorption is

a. the quality and condition of fat or oil

b. how long you breaded the food item

c. how dry the food is before frying

d. none of the above

_____ 2. An advantage of deet fat frying is

a. low cost

b. the short cooking time

c. it lends color and variety to the menu

d. all of the above

_____ 3. Some food items that are regularly deep fried are

a. chicken

b. beef

c. seafood

d. all of the above

_____ 4. Foods should not be breaded too far in advance because

a. it will make you late for the dance

b. it can make moist items too watery

c. it can make a mess of your kitchen

d. it can give you a headache.

_____ 5. Vegetables are added to the stew when meat is

a. done

b. 3/4 done

c. 1/2 done

d. none of the above

_____ 6. Another factor of fat absorption is

a. how large the food item is

b. cooking time

c. how much bread is on the food item

d. how moist the food item is

COOK'S HELPER

INFORMATION SHEET 12--METHODS OF COOKING VEGETABLES

Vegetables contain valuable nutrients, such as minerals and vitamins, which are needed for good health. The right cooking method gives vegetables the most attractive appearance and flavor, while keeping the highest amount of vitamins and minerals.

I. Types of Vegetables

A. Green--these vegetables contain chlorophyll, which makes the vegetable green.

B. Yellow--these vegetables receive their color from carotene, which the body turns into vitamin A.

C. Red--these vegetables and fruits receive their color from a substance called anthocyanin.

D. White--these vegetables contain a pigment called flavones.

II. Methods of cooking vegetables

A. Boiling

1. Cut the vegetable into large and equal sized pieces.

(NOTE: This prevents the loss of vitamins and minerals and this assures that each piece will be cooked the same way.)

2. Use a small amount of salted cooking water.

(NOTE: The salt adds flavor and it keeps the vegetables from breaking up. Water should be brought to a boil before adding the vegetables. This will reduce the cooking time.)

3. Bring the water back to a boil after adding the vegetables to the cooking pan.

4. Cook vegetables only until they are tender, but crisp.

(NOTE: To test for tenderness, use a fork and apply a small amount of pressure.)

5. Drain before serving.

6. Keep the drained liquids for gravies, soups, and sauces.

(NOTE: Vegetable liquids contain vitamins.)

7. Serve the vegetables as soon as possible.

(NOTE: The best way to serve vegetables is from the pot--to the plate--to the table before losing any heat.)

B. Baking

1. Select vegetables such as potatoes or squash that are uniform in size.

(NOTE: This is so all of the vegetables will finish cooking at the same time.)

2. Wash and scrub well.

3. Bake the vegetables until they are tender.

C. Steam Pressure

1. Frozen foods

(NOTE: Cooking is faster and there is less shrinkage with pressure.)

a. Thaw until foods can easily be separated.

(NOTE: Loose-packaged frozen vegetables do not require thawing.

b. Cook in small amounts, generally no more than 5 pounds at a time.

c. Cook under 5 pounds of pressure until the vegetable is tender.

(NOTE: The exact cooking time will depend upon the quantity of vegetables cooked.)

d. Add the seasoning after cooking.

(NOTE: Butter, salt, pepper.)

3. The yield of 5 pounds of frozen vegetables is about 25 three-ounce servings.

2. Fresh vegetables

a. Prepare by washing, peeling, and cutting into the desired size.

b. Cook in small amounts.

c. Cook under 5 pounds of pressure until the vegetables are tender.

(NOTE: The exact cooking time will depend on the variety, ripeness, and size of the vegetables.)

d. Drain the liquid from the cooked vegetables.

(NOTE: Save the liquid for soups, gravies, and sauces.)

e. Add the seasoning to vegetables after cooking.

f. Check appropriate chart at your work station for cooked vegetable yields from fresh vegetables.

D. Frying

1. Gives a crisp texture to vegetables.

2. Some fried vegetables may be breaded or dipped into batter.

3. Some vegetables are partially cooked and then finished by frying.

4. Vegetables that deep fry well are:

VEGETABLE		PREPARATION
(1)	Cauliflower	- boiled first, battered or breaded
(2)	Egg plant	- battered or breaded
(3)	Onions	- battered
(4)	Potatoes	- fried
(5)	Squash	- parboiled first
(6)	Tomatoes	- battered or breaded
(7)	Zucchini	- battered or breaded
(8)	Okra	- battered or breaded

COOK'S HELPER

ASSIGNMENT SHEET 13--METHODS OF COOKING VEGETABLES

A. List the different types of vegetables.

1.

2.

3.

4.

B. List the different methods of cooking vegetables.

1.

2.

3.

4.

C. Give a demonstration of how you would prepare one of the following:

1. Boiled potatoes
2. Baked squash
3. Deep fried cauliflower

COOK'S HELPER

INFORMATION SHEET 13--BAKING BREADS

I. Quick breads-- contain baking soda or baking powder as leavening agents.

A. Methods for mixing and baking quick breads.

1. Sift dry ingredients together.

2. Cut shortening into dry ingredients by the use of a pastry knife.

3. Add liquid ingredients to dry ingredients and mix to form dough.

4. Knead dough lightly on floured surface and roll out to desired thickness for biscuits.

5. Portion a scoop of mixture into lightly greased muffin tins for muffins or individual cornbread.

6. Bake according to recipe requirements.

7. Serve hot.

B. Standards for quick breads

1. Regular in shape.

2. Uniform size.

3. Tender crust with smooth golden brown color.

4. Light in weight.

II. Yeast Breads --contain yeast as a leavening ingredient.

A. Methods for mixing and baking yeast breads:

1. Have all equipment and ingredients ready.

2. Use a baker's scale to weigh all of the ingredients.

3. Use an electric mixer to mix and develop the dough.

4. Knead the dough

(NOTE: Work until smooth to force out all of the air.)

5. Proof the dough by placing in lightly greased container and let rise to double its size.

6. Punch the dough back to original size and place on floured surface.

7. Knead the dough a second time.

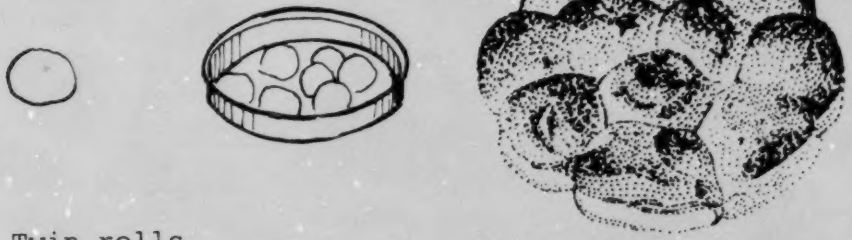
8. Shape or divide the dough into desired shapes and sizes.

9. Place in prepared pans and let rise until double in size.

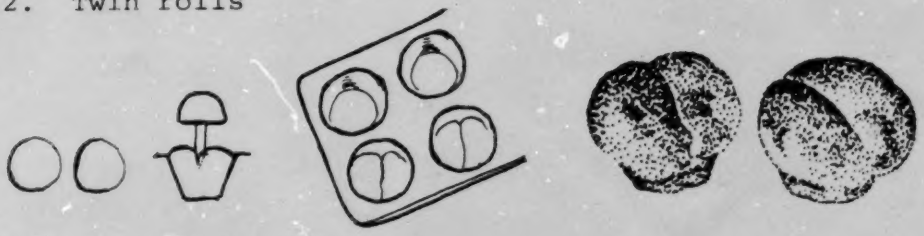
10. Bake at required temperature until golden brown and done.

B. Shaping yeast breads.

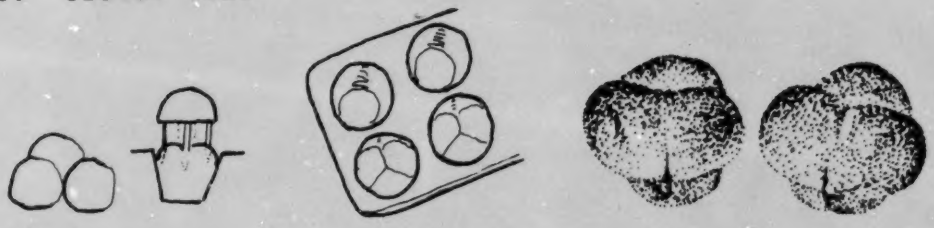
1. Pan rolls



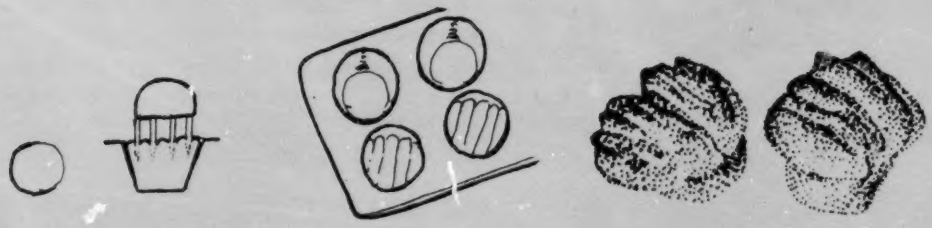
2. Twin rolls



3. Clover leaf



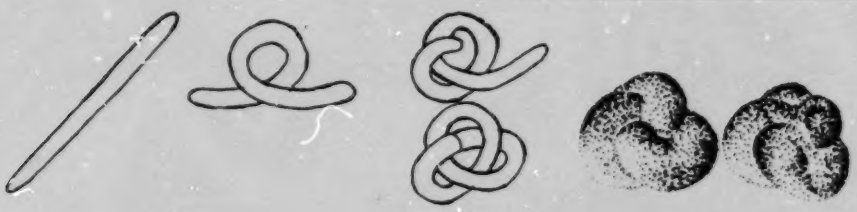
4. Fan tans



5. Parker house

6. Single knot

7. Double knot



8. Kaiser knot

9. Braided

COOK'S HELPER

ASSIGNMENT SHEET 14--PREPARATION AND DEMONSTRATION OF YEAST BREADS

A. Use the following recipe to prepare roll dough.

Yeast Rolls
Yield: 15½ dozen rolls

Ingredients

1 lb. granulated sugar	6 oz. whole eggs
1 lb. 4 oz. shortening	6 oz. compressed yeast
8 oz. dry milk	4 lbs. cold water
2 oz. salt	7 lbs. bread flour

Directions:

1. Dissolve yeast in water. Place in a stainless steel container and stir.
2. Put all ingredients, including dissolved yeast, in the electric mixing bowl. Mix, using dough hook, at medium speed until dough leaves the side of the bowl and clings to hook--Check the dough temperature with dough thermometer. (Should be 80°.)
3. Remove dough from bowl, using a plastic scraper; place on floured bench and knead.
4. Place dough in greased container and let double in bulk.
5. Turn onto floured bench, knead. Cut into 1¼ oz. units with dough cutter.
6. Form into desired shapes. Dip into egg wash (4 eggs to 1 pt. of milk) and sesame or poppy seed if desired.
7. Place rolls on silicon-covered sheet pans, approximately 1 inch apart.
8. Place in proofing cabinet and let rise until double in bulk.
9. Bake at 375° until golden brown.

B. Demonstrate to your class the way to make the following shapes:

pan rolls
twin rolls
cloverleaf rolls
parkerhouse rolls

C. List the standards for quick breads.

COOK'S HELPER

INFORMATION SHEET 14--CAKES AND ICINGS

I. Cakes

A. Types

1. Butter

2. Pound

3. Foam

a. angel food

b. sponge

c. chiffon

B. Methods for baking cakes

1. Correct temperature is important in baking because:

a. Too high a temperature retards flavor and volume development.

b. Too high a temperature turns the crust dark and may cause the top to split.

c. Too hot an oven will cause outside to become too brown before inside is cooked.

d. Too cool an oven causes cake to be flat, with coarse uneven grain and pale, sticky crust.

e. Cake may fall in too cool an oven.

f. Foam cake that is baked at too high a temperature is heavy and tough.

2. Cake texture is better if cake is placed in preheated oven.

3. Pans should not be placed against sides of ovens.

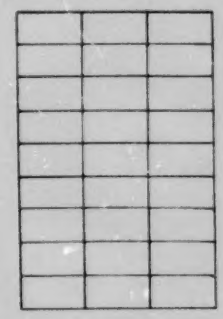
4. Oven should be level.

5. Foam cakes fall easily because of airy texture.

6. Fruit cakes and other heavy cakes may be steamed rather than baked.

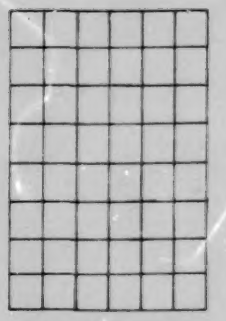
C. Cutting cakes.

1.



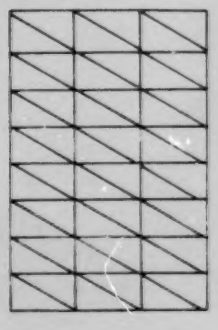
9" x 13"
Yield: 27 servings

2.



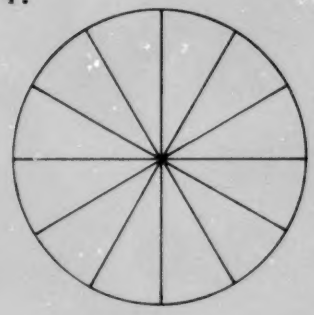
18" x 25"
Yield: 48 servings

3.



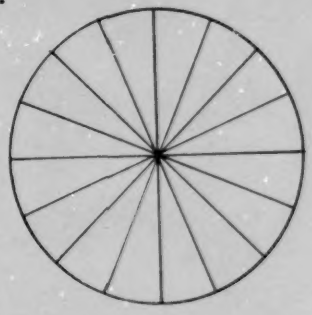
18" x 25"
Yield: 48 servings

4.



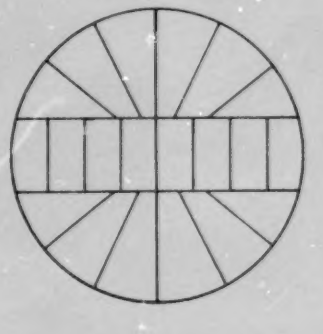
8"--2-layer cake
Yield: 12 servings

5.



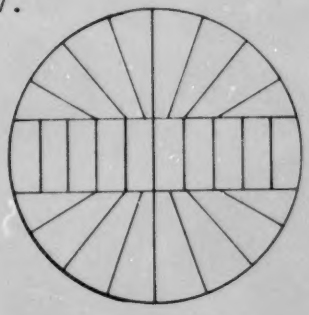
9"--2-layer cake
Yield: 16 servings

6.



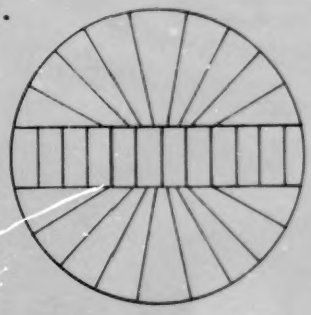
10"--2-layer cake
Yield: 20 servings

7.



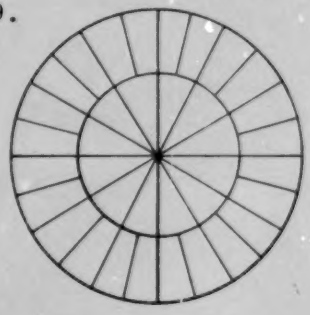
11"--2-layer cake
Yield: 26 servings

8.



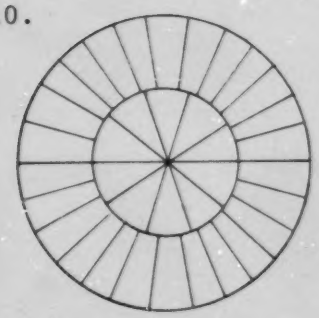
12"--2-layer cake
Yield: 30 servings

9.



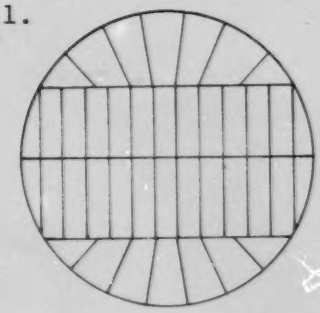
12"--2-layer cake
Yield: 36 servings

10.



13"--2-layer cake
Yield: 36 servings

11.



14"--2-layer cake
Yield: 40 servings

12.

1-pound loaf cake
Yield: 8 servings

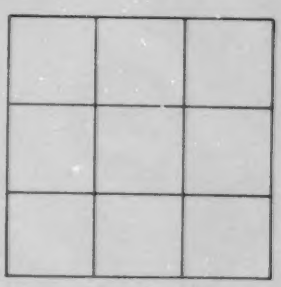
13.

1-pound loaf cake
Yield: 8 servings

14.

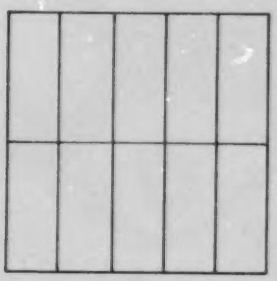
1-pound loaf cake
Yield: 8 servings

15.



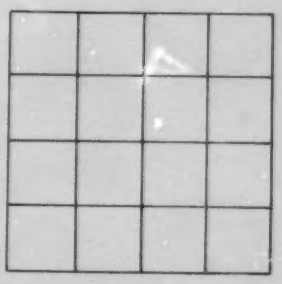
8" x 8"
Yield: 9 servings

16.



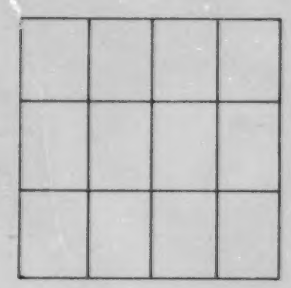
8" x 8"
Yield: 10 servings

17.



9" x 9"
Yield: 16 servings

18.



9" x 9"
Yield: 12 servings

II. Icings

A. Purpose of icings (frostings)

1. To improve flavor of cakes

2. To improve appearance of cakes

3. To give moistness to cakes

B. Classes of frostings

1. Foam (boiled or cooked frosting)
   a. Boil sugar, water, and cream of tartar to 240-250°F.
   b. Beat egg whites to a soft firm peak.
   c. Add hot syrup to eggs while beating until icing is ready to spread.
2. Butter cream
   a. Mix shortening and powdered sugar to a creamy mixture.
   b. Add egg whites to make it creamy and smooth.
3. Fondant
   a. A water-sugar mixture cooked to 240°F and cooled to 104°F.
   b. Mix until tiny crystals form.
4. Glazes
   a. Heavy syrup made of sugar and water.
   b. Contains no eggs, but may contain gelatin.
5. Decorator's or royal frosting
   a. Stiff icing used for ornamental work.
   b. Made from egg whites, confectioner's sugar, cornstarch, flavoring, and lemon juice.

C. Procedures for icing cakes

1. Remove all crumbs, and the crust if you wish.
2. Have icing at proper consistency.
3. Invert first layer, top down, on turntable or decorator's wheel.
4. Spread filling evenly over first layer
5. Place second layer on this right side up.
6. Spread thin layer of thin icing over entire cake starting at center and working outward.
7. With a thick frosting, frost the sides of the cake from bottom to top.
8. Put a liberal amount of frosting on top of cake and work from center to edge.
9. Smooth icing by dipping spatula in warm water and smoothing out the surface.

COOK'S HELPER

ASSIGNMENT SHEET 15--CAKE BAKING EXPERIENCE

A. Make arrangements to visit the cooks in the school cafeteria or on your training station. Record their answers to the following questions about cake baking:

   1. How do you determine the amount of cakes you bake?

   2. How do you decide what recipes to use?

B. Bake an angel food cake. Check with your instructor to see if you may ask the homemaking teacher in your school or your class to evaluate your cake, using the following standards:

   1. Is the inside light and feathery?

   2. Are the sides even and the top slightly rounded?

   3. Is it a golden brown with a dry crust?

   4. Does it tast good?

C. Explain why correct temperature is important.

COOK'S HELPER

ASSIGNMENT SHEET 16--PORTIONING AND ICING CAKES

A. Make a poster showing:

1. How to portion a 9" x 13" sheet cake for 30 servings
2. How to portion an 18" x 25" sheet cake for 48 servings
3. How to portion a 10" x 2" layer cake for 20 servings

B. List three reasons for frosting a cake

1.
2.
3.

C. List five kinds of icings or frostings and describe each.

1.
2.
3.
4.
5.

COOK'S HELPER

INFORMATION SHEET 15--BAKING COOKIES, PIES, AND PASTRIES

I. Cookies

A. Types of cookies

1. Icebox

2. Drop

3. Soft batters

B. Baking cookies

1. Grease and/or flour cookie sheets according to the recipe.

2. Baking temperature is important.

a. Baking too long makes cookies too brown and ruins the flavor.

b. Too low an oven temperature gives tight-grained cookies with poor color.

c. Too high an oven temperature causes cookies not to spread and are overly dark.

d. Chocolate cookies burn easily.

3. Closing the oven dampers in early stages of baking holds moisture inside and helps the cookie dough to spread.

4. After baking, cookies should be allowed to cool slowly.

5. Most cookies should be removed from pans while still warm.

C. Storing cookies

1. Most cookie batters freeze well.

2. Stiff doughs should be thawed under refrigeration, but softer mixes may be thawed at room temperature.

3. Pack cookies only after cooling.

4. A freshly cut apple stored with soft cookies will keep the cookies moist.

5. Soft cookies should not be stacked.

6. Foam-type cookies dry out easily, so they should be made in small batches, used quickly, and stored in air-tight containers.

II. Pies and pastries

A. Types of pies

1. Double-crust
2. Single-crust
3. Fruit-filled
4. Cream-filled
5. Egg custard
6. Gelatin-filled
7. Ice cream filled
8. Mousse-filled
9. Tarts
10. Dumplings

B. Method for mixing pie dough

1. Assemble equipment and ingredients.
2. Cut shortening into flour with a pastry knife beater until it is the size of a large pea.
3. Add water and knead lightly.

C. Rolling and shaping pie dough

1. Dough should be cold and rather stiff.
2. Lightly dust surface and rolling pin with flour.
3. Starting at center, lightly roll the dough into an oval shape about 1/8" thick.
4. Fold dough in half and then in fourths.
5. Gently and quickly remove the dough to the pie pans.
6. Fold dough out and crimp the edges.
7. For a single-crust pie, prick the bottom and sides before baking.

8. For a double-crust pie or custard-filling pie, do not prick the crust.

9. Brushing the crust with milk or melted butter gives a nice color.

10. Bake single-crust and small pastry shells at 425° to 450°F for about 15 minutes.

11. Bake double-crust pies and filled pastries at 425° to 450°F for 10 minutes and then lower temperature to 350° to 375° for 35 to 50 minutes.

(NOTE: Temperature too low toughens the crust, and temperature too high causes overbrowning and a poorly cooked filling.)

D. Pie and pastry fillings

1. Single-crust pies and tarts

a. Blanc mange--cold pudding made of cornstarch, milk, sugar, and flavoring.

b. Cream pudding--A cooked filling made of milk, cornstarch, sugar, eggs, and flavoring.

c. Bavarian--A fruit gelatin mixture into which whipped cream has been folded before chilling.

2. Double-crust pies

(NOTE: Fruit fillings are usually used in double-crust pies.)

a. The flavor of the fruit filling is due to the type of fruit, the thickening agent, the sweetening agent, and the preparation.

b. Frozen fruit should be drained; the juice should be thickened and then blended with the fruits.

c. Instant or cold setting starches can be used to give the juice a fresher flavor.

COOK'S HELPER

ASSIGNMENT SHEET 17--BAKING COOKIES, PIES, AND PASTRIES

A. Name three types of cookies.

1.

2.

3.

B. Describe methods of storing cookies.

1.

2.

3.

4.

5.

6.

C. Make a poster or display showing types of pie fillings.

1. Uncooked soft filling
2. Cooked soft filling
3. Fruit filling

D. Why is a cream pie put in a cooked pie shell?

E. Why is a single-crust pie shell pricked before baking?

F. What utensil is used to portion pies?

COOK'S HELPER

INFORMATION SHEET 16--GENERAL CLEANING

"Sanitation is the way of life." This statement by the National Sanitation Foundation means that sanitation is the quality of living that is expressed in the clean home, farm, business and industry, neighborhood, and community.

I. Goals of sanitation

A. To prevent disease

B. To prevent food poisoning

C. To prevent food spoilage

D. To prevent bad odors and off-flavors

II. Reasons for cleaning

A. To keep equipment operating and repair cost down.

B. To keep the quality of food high.

C. To keep the customers satisfied.

D. To keep utensils and equipment clean and bacteria free.

III. Elements of cleaning

A. Water

B. Friction or heat

C. Wetting agent

Example: Soap

D. Physical effort

IV. Elements of sanitization

A. Chemicals

B. Temperature

V. Control measures against germs

A. Keep foods at 40°F or below

B. Keep foods over 140°F

C. Control the conditions which could be favorable to germ development such as warmth, food, and moisture.

VI. Possible diseases from improper cleaning and food care and the source

A. Trichinosis--undercooked pork.

B. Dysentery--defective plumbing, water cntaminated at its source, and food contaminated by flies or unwashed hands.

C. Typhoid Fever--contaminated milk, water, or shell fish; food contaminated by flies or unwashed hands.

D. Diptheria--improperly washed dishes or silverware; coughing or sneezing.

VII. Cleaning burned-on foods and grease

A. Soak in hot soapy water

B. If food deposits remain, use a scouring powder mixed into a paste with steel wool or sponges.

C. To scrape grease or burned-on foods from stainless steel, use stainless steel, wood, plastic, or rubber tools.

D. DO NOT use ordinary steel scrappers or knives on stainless steel.

E. When using scouring powders, rub in the direction of the polish lines to prevent cross-scratching.

F. DO NOT allow foods or seasonings that contain table salt to stand too long. This will cause the stainless steel to pit.

(EXAMPLE: These types of foods are ketchup, mustard, and mayonnaise.)

VIII. Cleaning scale and hard water films

A. Light, straw-colored films

1. Flush thoroughly with clean water

2. Swab on a diluted solution of mild phosphoric or oxalic acid-type cleaner

3. Allow to stand 15 to 20 seconds

4. Rinse with clean water

5. Dry with a soft cloth

6. Repeat as necessary to completely remove film

B. White streaks from hard water and harsh detergents

1. Flush thoroughly

2. Swab with mild acid-type cleaner

3. Allow to stand 15 to 20 seconds

4. Rinse with clean water

5. Dry with a soft cloth

6. Repeat as necessary

7. If not satisfied, rub on paste made from scouring powder

8. Allow to dry

9. Wipe off excess powder with soft cloth

10. Repeat as necessary to completely remove streaks

(NOTE: If streaks are not too heavy, one application each of the acid cleaner and scouring powder will remove the heavy scale.)

IX. General rules for clean-up and sanitation

A. Cutting boards

(NOTE: Wipe down all cutting boards used in the food preparation with a warm soap solution.)

B. Chopping blocks

(NOTE: Wipe down the entire surface of the chopping block used in the food preparation with a warm soap solution.)

C. Preparation tables

(NOTE: Wipe down all of the preparation tables used in the food preparation with a warm soap solution.)

D. Utensil cleaning

1. Wash all knives and turning forks used in the food preparation.

2. If any utensil is dropped to the floor, wash it before using again.

COOK'S HELPER

ASSIGNMENT SHEET 18--GENERAL CLEANING

A. Explain briefly what "sanitation is the way of life" means.

B. List the goals of sanitation.

1.

2.

3.

4.

C. Select the correct answer by writing TRUE or FALSE for the following statements.

____ 1. A reason for cleaning is to keep equipment operating and repair cost down.

____ 2. One element of cleaning is a high pressure wash.

____ 3. Keeping the food quality high is another reason for cleaning.

____ 4. Cleaning also keeps the utensils and equipment free of bacteria.

____ 5. Physical effort is one element of cleaning.

____ 6. The customer's satisfaction is a result of cleaning.

____ 7. Three elements of cleaning are water, friction, and new equipment.

____ 8. Temperature is an element of sanitization.

D. List the four possible diseases from improper cleaning.

1.

2.

3.

4.

E. List the control measures against germs.

1.

2.

3.

F. List the cleaning steps for burned-on foods.

1.

2.

3.

4.

5.

6.

7.

G. List the steps for cleaning a light, straw-colored film from the pan.

1.

2.

3.

4.

5.

6.

COOK'S HELPER

TEST--PART 1

1. Match the letter of the term on the right with the correct definition on the left.

____a.	To break into small bits by using a fork	1. blend
____b.	To secure the wings and legs of a bird with pins or twine	2. baste
____c.	To spoon liquid over food as it cooks	3. cube
____d.	To cook and soak food in oil, vinegar, or wine for flavor	4. croquette
____e.	To cut into squares of the same size	5. flake
____f.	To mix two or three ingredients thoroughly	6. fricassé
____g.	Finely chopped meat plus other ingredients shaped into cakes, breaded, and then fried or baked	7. fry
____h.	To cook in fat	8. marinate
____i.	To cook by braising; usually applied to foul or rabbit	9. truss

2. Point out the correct cooking terms by writing TRUE or FALSE by the following statements.

____a. Baking is done by using wet heat.

____b. Braising is accomplished by fast-frying in a large skillet.

____c. To cube meat means cutting the meat into squares of the same size.

____d. Chilling is done by placing the food item in a refrigerator or cool place until cold.

____e. To emulsify, you wash to make clean.

_____f. Filéting is separating a choice piece of meat from the bone.

_____g. Mixing is blending the ingredients.

_____h. To coat-the-spoon, you are adding water to lessen the strength of a mixture.

_____i. To roast means cooking in an uncovered pan in the oven.

_____j. A utensil is any tool or instrument used in cooking.

3. Select the correct cooking term by filling in the blanks for the following statements.

a. _____ is the ability of something to attract and hold a liquid.

b. To mix ingredients until smooth is to _____.

c. To cook by exposing meat to direct heat over a grill or live coals is _____.

d. _____ is a chemical change of food when carbon dioxide is produced.

e. _____ is shredding food on a grater.

f. To cause to form crystals is to _____.

g. _____ is heating sugar or food containing sugar until brown.

h. To simmer meat and vegetables is _____.

i. To beat a solution rapidly to increase volume and mix air into the ingredients is _____ the solution.

4. Point out the meaning of the following terms by placing a circle around the words that best complete the statement.

A. Aeration is:

1. a French cooking method

2. sourness

3. the treatment of dough with air to produce lightness and volume

4. the ability to attract and hold a liquid

B. Broiling is:

1. cooking in water or other liquids until the liquid bubbles on the surface
2. placing something in a good place
3. cooking by direct heat over a grill or live coals
4. a new method of fishing
5. none of the above

C. To coddle is:

1. cooking in water below the boiling point
2. to hug someone
3. heating food containing sugar until brown
4. covering an entire surface

D. Fricasseéing is a cooking method that:

1. is new
2. boils the meat
3. is done by braising
4. is done by deep fat frying

E. The term "score" means:

1. to make points with your teacher
2. make a touchdown
3. write music
4. make thin parallel cuts in one or more directions on the food surface

F. Seasoning is:

1. a time of year
2. improving the flavor by adding salt, pepper, or spices
3. aging the food for two or more months
4. none of the above

G. Smothering as referred to in cooking is:

1. an European way of making bread
2. covering with a sauce or vegetables
3. a way of putting out fires
4. a French term for carving ice

COOK'S HELPER

TEST--PART 2

1. Match the following terms associated with baking to the proper definition by placing the number on the right in the proper blank on the left.

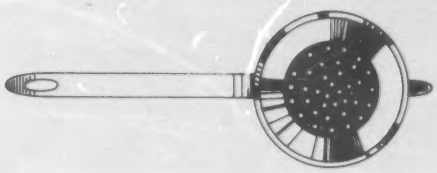
____a. eration	(1) To cover a cake with frosting
____b. cut-in	(2) The treatment of dough or batter with air to produce lightness and increase volume
____c. dust	
____d. ice	(3) To let yeast dough rise by setting it in a warm place
____e. knead	
____f. leavening agents	(4) To sprinkle with flour or sugar
____g. proof	(5) To press, fold, and stretch the air out of dough
____h. punch	
____i. rounding	(6) To use two knives or a pastry blender to cut shortening into flour
____j. sift	
____k. tubing	(7) To knock the air out of yeast dough after it has risen once
____l. wash	(8) To brush a liquid on the surface of an unbaked product
	(9) The shaping of dough pieces to shape the end
	(10) To pass icing through a pastry tube
	(11) To pass dry ingredients through a fine screen to make them light
	(12) Ingredients used to produce carbon dioxide in doughs and batters

COOK'S HELPER

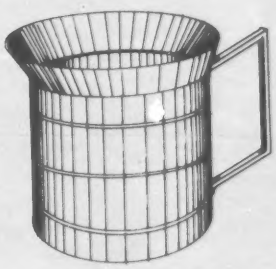
TEST--PART 3

1. Identify each of the cooking utensils by writing each of the following words in the correct blanks.

French knife	spatula
boning knife	colander
butcher knife	strainer
slicer	measure
cake knife	measuring spoons
food tongs	cleaver
kitchen fork	grater
ladle	skimmer

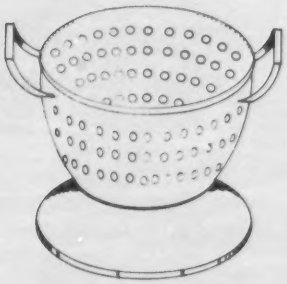


a. _____ b. _____



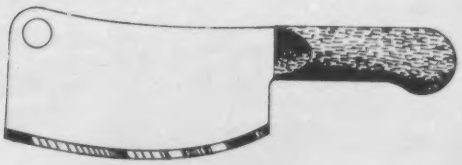
c. _____ d. _____

e. _____

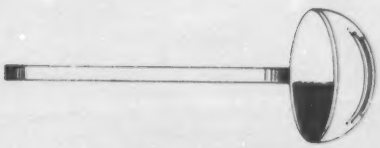


f. _____

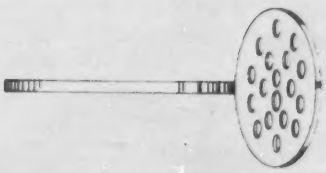
g. _____



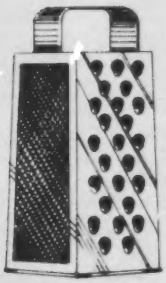
h. _____



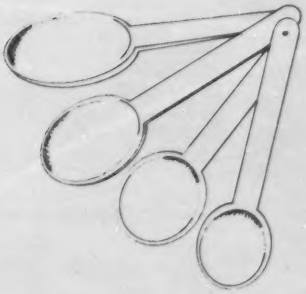
i. _____



j. _____



k. _____ l. _____



m. _____ n. _____

o. _____

COOK'S HELPER

TEST--PART 4

1. Identify the following baking utensils and tell one use for each of them.

a.

_____.

_____

_____

_____

b.

_____.

_____

_____

_____

c.

_____.

_____

_____

_____

d.

_____.

_____

_____

_____

e.

_____.

_____

_____

_____

2. Select a word form the list of hand tools used in baking and write it in the proper blank.

pastry wheel	wire whip	pastry brush
pie and cake knife	bench brush	pastry tubes
scraper	pastry bag	pie and cake marker
flat spatula	flour sifter	rolling pin

a. A hand tool used to ice cakes is a _____.

b. A knife used to cut and serve cakes is a _____ _____.

c. A round stainless steel wheel on a handle that is used to cut pastries is a _____.

d. A tool used to scrape dough off the dough block is a _____.

e. A tool used to make meringue is a _____.

f. Pies and cakes are portioned by using a _____.

g. A _____ is used to dust off the dough board.

h. Icing is put in a _____ and squezzed through a _____ to decorate a cake.

i. To make flour light and to get the lumps out, use a _____ _____.

j. Pie dough is rolled out with a _____.

k. A _____ _____ is used to wash uncooked pie crusts.

3. Two kinds of scales are used by the baker's helper. Name each and describe its use.

a.

b.

COOK'S HELPER

TEST--PART 5

1. Identify the different cooking abbreviations by matching the correct letter with the correct number.

____a.	pound	1.	Tsp
____b.	pint	2.	Pt.
____c.	quart	3.	Qt.
____d.	tablespoon	4.	Bch.
____e.	teaspoon	5.	Tbsp.
____f.	bunch	6.	Lb.

2. Select the correct equivalents by writing TRUE or FALSE for the following statements.

____a. 1 pinch is equal to approximately 1/8 teaspoon.

____b. 1 cup is equal to 4 pints

____c. 2 pints are equal to 1 quart

____d. 3 teaspoons are equal to 1/4 tablespoon.

____e. 16 ounces are equal to 1 pound.

____f. 1 cup is equal to 1/2 pint.

____g. 1 gallon is equal to 1 cup.

____h. 16 tablespoons are equal to 1 cup.

____i. 2 pounds (water) are equal to 2 fluid quarters.

____j. 1 pound (water) is equal to 1 fluid pint.

3. Define the following terms associated with cooking measurement.

a. dry

b. tablespoon

c. quart

d. level

e. pound

f. teaspoon

g. scoop

h. cup

4. Select the correct measurements by selecting the correct answer from the multiple choices below.

____a. Dipper size number 8 is equal to (1) 5 oz. (2) 6 oz. (3) 1 quart (4) none of the above

____b. A bunch is abbreviated by (1) bun. (2) bch. (3) B (4) bunch

____c. A number 16 dipper is equal to (1) 1/5 cup (2) 3/4 cup (3) 1/4 cup (4) 1 cup

____d. A graduated measuring cup is (1) a smart cup (2) a cup (3) a cup used in measuring (4) a jar

____e. A number 303 size can is equal to (1) 1 pound (2) 2 pounds (3) 3/4 pound (4) 1 pound 4 ounces

____f. A pint is equal to (1) 1 cup (2) 2 cups (3) 1/2 quart (4) number 8 dipper

____g. The most common terms used in measuring are (1) teaspoon (2) tablespoon (3) cup (4) all of the above

____h. One cup is equal to (1) 1/2 pint (2) 2 swallows (3) 1/8 teaspoon (4) 4 quarts

____i. A number 10 size can may be substituted by (1) 2 no. 5 cans (2) 5 no. 2 cans (3) 4 no. 2 1/2 cans (4) none of the above (5) all of the above

____j. One once is equal to (1) 1/16 of a pound (2) 1/4 pound (3) 1/2 pound (4) 2 pounds

COOK'S HELPER

TEST--PART 6

1. List the information found on labels.

   a.
   b.
   c.
   d.
   e.
   f.
   g.
   h.
   i.

2. List the ways labels are used.

   a.
   b.
   c.
   d.

3. Select the agencies and grades by writing TRUE or FALSE for each of the following statements.

   ____a. Grade A is the highest grade given.

   ____b. The U.S. Olympic Council (USOC) governs labels.

   ____c. A substandard grade for food is grade C.

   ____d. The two food regulating agencies are USDA and FDA.

   ____e. The above average quality for food is grade B.

   ____f. The minimum standard for food is grade C.

   ____g. Inferior quality in food is considered substandard.

COOK'S HELPER

TEST--PART 7

1. List the seven parts of the floor-type mixer

   a.

   b.

   c.

   d.

   e.

   f.

   g.

2. Select the correct uses of attachments for commercial mixers by writing TRUE or FALSE by the following statements.

   ____a. A flat beater is used for mixing main dishes such as meat loaf, hamburger, or fish cakes.

   ____b. The vegetable slicer is used for shredding vegetables.

   ____c. A wire whip is used for whipping your horse.

   ____d. A dough arm is part of a cookie.

   ____e. The slicer plate is used in the vegetable slicer.

   ____f. A pastry knife is used in blending vegetables.

   ____g. The food chopper is a convenient way to dispose of food.

   ____h. The shredder plate is used in the vegetable slicer.

   ____i. The food chopper can be used to grate hard cheese.

   ____j. The wire whip is used to introduce air into light mixtures.

3. Select the correct attachments for different processes performed with a commercial mixer by matching the number in front of each attachment on the right to the correct blank on the left.

_____a.	Used for mixing heavy doughs	1.	pastry knife
_____b.	Used for general mixing	2.	vegetable slicer
_____c.	Used for mixing shortening and flour	3.	flat beater
_____d.	Used to slice vegetables	4.	food chopper
_____e.	Used for chopping and grating	5.	dough arm

4. Point out the sizes of commercial mixers and their attachments by filling in the following blanks with the correct words.

   a. A bench mixer has _____-quart capacity.

   b. A _____ is used to mix sweet dough.

   c. Do not place your fingers into the _____ when the slicer is moving.

   d. A floor-type mixer has a _____-quart capacity.

   e. The _____ plate is used to shred vegetables.

   f. A _____ is used to blend mixtures of pastry, meat loaf, and hamburger.

   g. A _____ is used to mix water into dry milk.

   h. The _____ holds the vegetables while they are pushed through the slicer.

   i. The machine that slices vegetables is called a _____.

   j. The largest commercially made floor-mixer is called a _____.

5. Select the words which best complete the statement by placing the letter of the correct answer in the blank to the left.

   _____a. Always place the clutch lever in _____ before changing speeds on a gear driven mixer.

   (1) first gear

   (2) park

   (3) neutral

   (4) reverse

____b. The motor should be _____ before changing speeds.

(1) on

(2) off

(3) put up

(4) unplugged

____c. Always use the _____ for food being mixed.

(1) correct speed

(2) right type of bowl

(3) correct mixture

(4) none of the above

____d. Always use _____ to scrape down the sides of the bowl to remove batter.

(1) rubber gloves

(2) rubber spatula

(3) rubber ball

(4) rubber hose

____e. Do not put _____ into the bowl while the mixer is in operation.

(1) racks

(2) recipes

(3) hands or spoon

(4) sticks

____f. To prevent spillage, _____.

(1) be careful

(2) start the machine at a slow speed

(3) don't use the mixer

(4) go on a vacation

____g. To prevent getting caught in the moving parts, _____.

(1) don't show up for work

(2) don't wear clothes

(3) don't wear loose clothing.

(4) none of the above

COOK'S HELPER

TEST--PART 8

1. Identify the parts of the food slicer by placing a check (✓) mark in the blank at the left of each.

____a. slicer knife

____b. blade control indicator

____c. switch blade

____d. receiving tray

____e. crescent wrench

____f. scrap tray

____g. gauge plate

2. List the types of foods sliced with a food slicer:

a.

b.

c.

d.

e.

3. Select the correct answer by writing TRUE or FALSE for the following statements.

____a. Always read the manufacturer's guide for instructions.

____b. Water will not hurt the motor while cleaning it.

____c. Keep the unit plugged in at all times.

____d. Dull blades affect the machine performance.

____e. Hot water is used to clean the slicer.

____f. When cleaning the slicer, be sure the machine is OFF.

____g. Adjusting the slicer may be done with wet hands.

____h. Be sure the cord is dry and free of grease.

4. Explain the uses of the food slicer, operating procedures, safety, and daily care of the machine.

UNIT IV-C

COOK'S HELPER

UNIT TEST--PART 9

1. Identify the operation and safety rules of ovens by writing TRUE or FALSE for the following statements.

____a. If the pilot light goes out, it is safe to close the oven door until it can be fixed.

____b. The oven door is a good place to rest heavy pans.

____c. To avoid possible radiation, do not look into the microwave while the food is cooking.

____d. Avoid the use of plastic containers in microwaves.

____e. To heat a microwave unit, the power switch must be placed at the ON position.

____f. Excessive opening and closing of the oven door will not affect heat loss.

____g. Cleaning a microwave oven may be done while the oven is in the ON position.

____h. Aluminum foil may be used in a microwave oven.

____i. Glass is a good container to use in a microwave oven.

____j. Metal containers are not good to use in the microwave oven.

2. Point out the correct answers for operating gas, electric, and microwave ovens by placing the correct letter in the blanks to the left.

____a. A distance of two inches from the walls and door is needed for proper heat circulation.

____b. The oven shuts off automatically when the time set is complete.

____c. The temperature is controlled by a thermostat.

____d. To clean the oven walls, the unit must be turned off.

____e. Metal containers may damage the unit.

____f. The oven has a pilot light.

____g. The heat control must be set on low, medium, or high to operate the oven.

1. Gas oven
2. Electric oven
3. Microwave oven

____h. A distance of one arm's length must be kept to prevent possible damage.

3. List three safety rules for the microwave oven.

a.

b.

c.

4. Select the correct cleaning and safety procedures for operating ovens by placing the letter in front of each phrase that best completes each of the following statements.

____a. Plastic containers are not good containers to be used in microwave ovens because

(1) you can't re-use them

(2) they give off bad odors that affect taste

(3) they come in only one color

(4) none of the above

____b. To prevent heat loss

(1) close off all kitchen doors

(2) turn up the thermostat

(3) close the vent control

(4) strike matches

____c. To re-light the pilot in a gas oven

(1) strike the match and turn the gas on slowly

(2) buy a new pilot

(3) call the electrician

(4) all of the above

____d. In a gas oven, two inches is allowed from the door and walls to

(1) make room for another dish

(2) prevent heat loss

(3) have an equal distribution of weight

(4) none of the above

____e. A type of container used for cooking in the microwave oven is

(1) glass

(2) paper

(3) ceramic

(4) all of the above

____f. One way to avoid possible radiation from the microwave oven is to

(1) wear radiation suits

(2) not cook with it

(3) have the unit checked out

(4) turn the oven off before opening the door

____g. One way to produce a better cooked product from an electric oven is to

(1) avoid excessive opening and closing of the

(2) buy an oven from Germany

(3) buy expensive ingredients

(4) none of the above

____h. The best way to clean a gas oven is to

(1) clean the exterior surface with warm water and a detergent

(2) clean the interior walls with a damp cloth

(3) clean the crumbs out of the return tray

(4) all of the above

____i. Operation of the microwave oven begins with

(1) placing the food to be cooked in the unit

(2) placing the switch control at the ON position

(3) buying the unit itself

(4) not looking at the unit while the food is cooking

____j. The safest way to use a microwave oven is to

(1) consult your owner's manual

(2) ask for help

(3) write the manufacturer

(4) take it back to the store

UNIT IV-C

COOK'S HELPER

UNIT TEST--PART 10

1. Select the correct sequence for operating the broiler by numbering the following steps 1 through 5 in the space provided.

   ____a. Leave the broiler on low so it will be ready when needed.

   ____b. Marinate, brush, or dip the meat with oil and/or seasoning.

   ____c. The meat should be turned once during the cooking process.

   ____d. Preheat the broiler for 15 minutes prior to cooking.

   ____e. Pull the grill out and place the meat on the grill.

2. Select the correct facts about broiling by writing TRUE or FALSE for the following statements.

   ____a. In turning the meat, a small fork can be used.

   ____b. The fork is inserted at the edge of the meat.

   ____c. A spatula is used to turn meats like steak.

   ____d. Broiling forces the meat away from the heat sources.

   ____e. Over-cooking meats on a broiler adds flavor to meats.

   ____f. Oil on meat prevents sticking and dryness.

3. Select the correct procedures for operating a grill by writing the number of the word or words which best completes the statement in the blank provided.

   ____a. Grilling is a designated way of cooking

   (1) meat

   (2) fish

   (3) egg

   (4) vegetables

   (5) all of the above

____b. Solid grills such as this are generally used for

(1) short order menus

(2) radiators

(3) fire trucks

(4) fire hazards

____c. When operating a grill, you should

(1) ask for help

(2) bring the temperature between 350°--400°

(3) just start cooking

(4) check the menu

____d. In cleaning the grill,

(1) allow it to cool

(2) clean it with a pumice stone

(3) wash it with a damp cloth and then dry it

(4) all of the above

____e. To season the grill means

(1) letting the grill age

(2) adding spices to the grill

(3) preparing the grill for operation

(4) giving it a holiday

____f. If dull spots occur after cooking,

(1) wipe the surface with an oily rag

(2) call for help

(3) order a new grill

(4) none of the above

____g. Avoid using cleaning materials that

(1) don't smell good

(2) you don't like

(3) may scratch or mar the surface

(4) will not produce a constant soap foam for two hours

____h. In seasoning the grill, allow the oil to stand for

(1) 15 minutes

(2) 5 minutes

(3) forever

(4) 12 minutes

____i. A grease tray that is full is

(1) messy

(2) a fire hazard

(3) uncivilized

(4) bad manners

____j. To season the grill, you heat it to a temperature of:

(1) 600°

(2) 300°

(3) 200°

(4) 500°

4. Select the correct procedures for operating the deep fat fryer by writing the word or words which best complete the statement in the blank provided.

a. Turn the fryer on and set the temperature at _____°.

b. Select the proper _____ for foods to be fried.

c. Drain _____ moisture off foods that have been soaking.

d. Remove the excess _____ before placing the meat into the fryer.

e. Fill the _____ no more than half full.

f. Lower the basket into the _____ and cook until the bell rings.

g. _____ and remove the foods to an open holding container or to a serving dish.

5. List the different types of frying mediums.

a.

b.

c.

d.

6. Select the correct cleaning procedures for the deep fat fryer by writing TRUE or FALSE for the following statements.

____a. The area surrounding the fryer needs a light application of oil for operation.

____b. To clean the fryer, you must turn the unit off.

____c. To scrub the unit, any type of soft brush can be used.

____d. In boiling the water and detergent solution, boil the solution for 12 to 15 minutes.

____e. After cleaning out the fryer, refill the unit with some oil that you took out.

COOK'S HELPER

TEST--PART 11

1. Select the correct roasting procedures by writing TRUE or FALSE for the following statements.

____a. If roasting the meat, the seasoning is added just before the meat goes into the oven.

____b. In placing the meat into the oven for roasting the fat side down to prevent sticking.

____c. The adding of garnish is done right after the meat has been browned.

____d. For best results, do not cover the roast.

____e. The temperature range for roasting is 200° - 275°

____f. Rib roast should be turned only once during the roasting time.

____g. Boneless roast should be turned frequently to prevent dryness.

____h. Your roasting time depends on the size of your roasting oven.

____i. A degree of doneness is "well done".

____j. A quality of meat is "Choice".

2. List the things that determine the cooking time of meat that is broiled.

a.

b.

c.

d.

e.

3. Select the correct procedures for braising by writing TRUE or FALSE for the following statements.

____a. For braising meat, you place the meat on the grill.

____b. A cover is placed over the pan while braising the meat.

____c. Usually the braising of meat is done at temperatures around 250°.

____d. Cooking in a liquid is done without seasoning.

____e. A cover is placed over the pan while cooking in liquids.

____f. Meat is usually simmered at 200°.

____g. Stew meats are cut into triangular cuts.

____h. Vegetables are added at the same time the meat is added.

____i. Cooking temperature is usually 350°.

____j. A cover is not placed over the stew pot while making stew.

4. List the types of materials used for breading.

a.

b.

c.

d.

e.

5. Select the correct breading procedures by writing the letter of the statement which best completes each sentence below in the blanks.

____a. The purpose of breading is

(1) the quality of taste

(2) to heat the bread flakes

(3) to look neat

(4) none of the above

____b. A factor of fat absorption in food is

(1) the quality and condition of fat or oil

(2) how long you breaded the food item

(3) how dry the food is before you deep fry

(4) all of the above

____c. An advantage of deep fat frying is

(1) low cost

(2) short cooking time

(3) lending color and variety to the menu

(4) all of the above

____d. Foods should not be breaded too far in advance because

(1) it can make moist items too watery

(2) it can make you late to the dance

(3) it is too messy

(4) all of the above

____e. Foods that regularly deep fry well are

(1) chicken

(2) beef

(3) seafood

(4) all of the above

UNIT IV-C

COOK'S HELPER

UNIT TEST--PART 12

1. List the different types of vegetables

   a.

   b.

   c.

   d.

2. List the different methods of cooking vegetables and give an example of each.

   a.

   b.

   c.

   d.

3. Explain how you would prepare frozen vegetables; fresh vegetables.

UNIT IV-C

COOK'S HELPER

UNIT TEST--PART 13

1. Describe the steps used in mixing and baking yeast breads.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

   i.

   j.

2. Two leavening agents used in making quick breads are _____ and _____.

3. The leavening agent used in yeast bread is _____.

4. When mixing liquid and dry ingredients, begin with _____.

5. To cut shortening into dry ingredients, use _____.

6. Describe the standards used for quick breads.

   1.

   2.

   3.

   4.

7. Indicate the proper order of mixing and baking quick breads by numbering the following statements in correct order.

___ a. roll out to desired thickness

___ b. knead the dough lightly

___ c. bake according to recipe requirements

___ d. cut shortening into dry ingredients

___ e. add liquid ingredients

___ f. sift dry ingredients

UNIT IV-C

COOK'S HELPER

UNIT TEST--PART 14

1. List three types of cakes.

   a.

   b.

   c.

2. Define the statements associated with baking cakes true or false by writing TRUE or FALSE in front of the statements below.

   ____a. Pans should be completely filled before baking.

   ____b. Too cool an oven will cause a cake to rise too much.

   ____c. Ovens should be level when baking cakes.

   ____d. The cakes should be placed against the sides of the oven to distribute the heat evenly.

   ____e. Too high an oven temperature will hurt the size and flavor of a cake.

3. Draw a diagram of how to cut a 1-pound loaf cake to get 8 servings.

4. Determine whether the frostings listed below are cooked or uncooked by placing a check (✓) in front of the cooked frostings.

   ____a. foam

   ____b. butter cream

   ____c. fondant

   ____d. glaze

   ____e. decorator

5. Describe the purpose of frosting a cake

a.

b.

c.

COOK'S HELPER

TEST--PART 15

1. Answer the following sentences by placing a ✓ in front of the statements that are true.

____a. Too much baking over-browns the cookies and ruins their flavor.

____b. Too low an oven ruins color of cookies.

____c. The cookies should be cooled fast after baking.

____d. A cut apple may be stored with soft cookies to keep them moist.

____e. Foam cookies should be made in small batches.

____f. Soft cookies should be stacked when storing.

____g. Store cookies while they are hot.

____h. Foam cookies freeze well.

____i. Thaw stiff doughs under refrigeration.

2. List the types of pies.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

3. Indicate which of the following pies are single-crust by placing a check (✓) mark in the blank at the left.

____a. blanc mange

____b. cream pudding

____c. fruit pies

____d. bavarians

4. Match the following words associated with pies to the correct definition by placing the correct number in the blank at the left.

____a. blanc mange

____b. cream pudding

____c. bavarian

____d. fruit

1. cooked filling made of milk, flour, sugar, eggs, and flavoring

2. cold pudding made of cornstarch, milk, sugar, and flavoring

3. apples or peaches

4. fruit gelatin mixture with whipped cream folded in

5. Indicate the correct steps in preparing pie crusts for baking by placing the correct number in the blank at the left.

____a. Fold dough in half and then in fourtns.

____b. Fold dough out and crimp the edges.

____c. Lightly flour the surface.

____d. Wash crust with milk or melted butter.

____e. Prick the crust for cream pies or fill for double crust pies.

____f. Start at center and lightly roll the dough into an oval shape 1/8" thick.

____g. Gently and quickly remove the dough to the pie pans.

____h. Bake

COOK'S HELPER

TEST--PART 16

1. List the goals of sanitation.

   a.

   b.

   c.

   d.

2. Identify the possible causes of the diseases associated with unsanitary conditions by writing the correct number in each blank.

____a. undercooked pork	1. Trichinosis
____b. contamination by flies	2. Dysentery
____c. defective plumbing	3. Typhoid Fever
____d. coughing or sneezing	4. Diptheria
____e. milk or water contaminated at its source	
____f. improperly washed dishes or silverware	

3. Point out the necessary steps to clean burned-on food by placing a ✓ in front of the correct statement.

   ____a. Soak in hot soapy water.

   ____b. Read the book

   ____c. Buying all new pans.

   ____d. Use rubber tools, wood, and plastic on stainless steel.

   ____e. Rub in the direction of the polish lines.

4. Circle the correct letters that contain the correct steps for general cleaning.

   a. Wipe down all cutting boards used in food preparation.

   b. Wipe down your sweating forehead.

   c. Wipe off your wet hands.

d. Clean any utensil that has been dropped to the floor before re-use.

e. Wipe down the surface area of the preparation tables.

f. Wipe off the chalkboard before leaving.